

GRADE **K**

Implementation GUIDE

PEARSON

Glenview, Illinois • Boston, Massachusetts • Chandler, Arizona • Hoboken, New Jersey

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Welcome to *ReadyGEN*

A Whole New Level of Ready!

Dear *ReadyGEN* Teacher,

How do you prepare young children for college and careers? You invite them to read, to write, and to explore content. You engage them intellectually and emotionally in authentic texts and compelling ideas. *ReadyGEN* is a new generation of literacy instruction for the next generation of learners in your classroom.

It is a wonderful time to be teaching. Everything we have developed for you to use has, at the heart of it, our hope that you will love what you teach and that your students will love what they learn.

On behalf of the Pearson family, we thank you for the work you do for children and welcome you to the exhilarating era of college and career readiness.

All the best,
The *ReadyGEN* Team



What is *ReadyGEN*?



Get ready, teachers, for *ReadyGEN*! I am so thrilled to be part of this exciting, progressive program designed to capitalize on the reading instruction research and what we know makes reading for understanding so engaging for students. This program provides the structure you need to make teaching reading successful and the flexibility you need to deliver reading instruction that is responsive to your students. I am confident that you will find this new program to be the “just right” fit to enhance what you know about reading instruction and to keep your students motivated to read more.

—Sharon Vaughn, *University of Texas*

ReadyGEN is an integrated literacy program focused on reading, writing, speaking, and listening and designed to get students ready for college and careers. It is built on a collaborative learning model in which teachers and students work together throughout the instructional process to grow students’ understanding and expand their knowledge.

ReadyGEN teachers activate the learning process through instruction, modeling, scaffolding, and reteaching as needed. Students collaborate with one another and with the teacher to analyze, question, evaluate, and respond as they practice and apply what they have learned. Metacognition is a critical piece of this learning process. Students engage in self-assessments and use various fix-up strategies as they become increasingly responsible for their own learning.



ReadyGEN provides an exciting, engaging experience for children. The program features challenging but interesting selections, and rigorous yet motivating activities. *ReadyGEN* has everything you need to get this next generation of readers and writers ready to meet the challenge presented by the Common Core.

—P. David Pearson, University of California, Berkeley

ReadyGEN actively engages students in literacy experiences, with authentic, rigorous texts serving as the core of all instruction. Developed to enable students to meet the expectations of the Common Core Standards and to prepare for college and careers, *ReadyGEN* provides the tools teachers need to guide students through an instructional approach that fosters the reciprocity of reading and writing. This critical approach helps students understand the interdependency between reading and writing and use it to become lifelong learners and communicators.

To anchor this approach, *ReadyGEN* has at the heart of its instructional design a link between close reading and the production of writing. The program encourages students to dig deep, think hard, and always cite evidence from the text as proof of their ideas. *ReadyGEN* is designed with rigor and responsiveness to guide all students toward success.

ReadyGEN lessons incorporate a variety of literacies to engage students in unit topics, genres, and the types of writing prescribed by the Common Core Standards. Using *ReadyGEN*'s integrated pedagogy, big ideas, and authentic practice, teachers model how to participate in critical reading, thinking, speaking, and writing.

How do I use *ReadyGEN*?

ReadyGEN lessons are designed with Dr. P. David Pearson's gradual-release-of-responsibility model, with the goal of building independent readers and writers. As teachers use mentor texts to model reading and writing practices in each module, students work to master standards. *ReadyGEN*'s Performance-Based Assessments assess learning so that teachers can easily adapt instruction to student needs.

ReadyGEN's lessons include focused reading and writing instruction, independent practice, vocabulary instruction, and student-centered features such as Team Talk. With this structure, *ReadyGEN* combines the reading and writing workshop model into one comprehensive literacy workshop. It provides targeted instruction with multiple reads of a variety of coherent texts. Formative and summative assessments for monitoring progress are also part of the equation, which ultimately leads to deeper student understanding and increased student responsibility.

The program provides flexibility in tailoring lessons for various classroom environments. To ensure success, however, it is recommended that you follow these steps as you plan your *ReadyGEN* lessons:

1. Read the Performance-Based Assessment (PBA) for the module.
Reviewing the PBA before instruction begins provides a preview of what is expected throughout the module. All instruction ultimately leads to a successful PBA.
2. Read the module text set, which includes the anchor and supporting texts.
3. Review the Text Complexity Rubrics for all texts in the module. These rubrics are found in the Teacher Resources section at the back of each *Teacher's Guide*. Make note of the focus of each text and any features or content that might present roadblocks for your students.
4. Review the *Scaffolded Strategies Handbook* lessons for the module in tandem with the core *Teacher's Guide*. Decide which Handbook lessons, if any, will be most helpful for your students.

Instructional Routines

Instructional routines are the foundation of the *ReadyGEN* instructional plan. *ReadyGEN* routines provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

The routines are located in the Teacher Resources section at the back of each *Teacher's Guide*. The routines are developmentally appropriate to each grade and build upon the previous grade in a spiral fashion.

- Team Talk—Think/Pair/Share Routine
- Whole Class Discussion Routine
- Small Group Discussion Routine
- Read Aloud Routine
- Shared Reading/Read Together Routine
- Independent Reading Routine
- Text Club Routine
- Benchmark Vocabulary Routine: Informational
- Benchmark Vocabulary Routine: Literary
- Reading Wrap-Up Routine
- Writing Wrap-Up Routine

ReadyGEN Tip

The program is designed with rigor and responsiveness to guide all students toward success. There is flexibility in tailoring *ReadyGEN* lessons for different classroom environments; however, it is recommended that teachers use the program routines and instructional processes to serve lesson objectives.

Generative Vocabulary



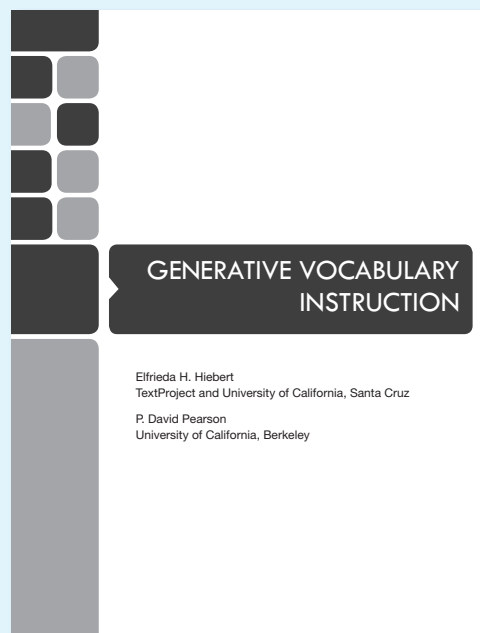
Generative vocabulary instruction aims to make visible to students critical features and functions of words and connections among words. This knowledge is intended to support students in generating meanings of unknown words in texts.

—Elfrieda Hiebert, *TextProject* and
University of California, Santa Cruz

A hallmark of *ReadyGEN* is the generative vocabulary instruction that helps students learn about words—how words work and how they’re connected. Students learn to “generate” new words to unlock complex text. *ReadyGEN* employs a system for understanding how words work in complex texts and for determining which words within a text most enable meaning-making for students.

The overarching goal of the vocabulary strand is to foster understanding of a single text and to ultimately carry that word knowledge across text types within the unit and beyond. The words chosen in each lesson are essential to comprehending text and, in fact, become the access points for students in need of scaffolding.

Dr. Elfrieda Hiebert and Dr. P. David Pearson have written a white paper on generative vocabulary. You can log in to PearsonRealize.com and download the document *Generative Vocabulary Instruction*.



BENCHMARK VOCABULARY These words are important for understanding concepts within a text. This vocabulary is addressed during Focused Reading Instruction and can be defined as

- words needed to comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of a text.

BY-THE-WAY WORDS These are sophisticated or unusual words for known concepts that can be stumbling blocks to comprehending a text. The words should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These words are addressed during Close Reading and can be defined as

- words requiring a quick explanation in order for text to be understood.
- words supported by the text for meaning.
- words that are more concrete.

GENERATIVE VOCABULARY IN SPEAKING AND WRITING

Students should demonstrate a deep understanding of the generative vocabulary process by using Benchmark Vocabulary in conversations, in their writing, and in the Performance-Based Assessments.

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentence from *Planet Earth*, p. 4, with the word *rocket*.

TEACH Using the **Benchmark Vocabulary Routine for Informational Text** on pp. TR30–TR35, teach the meaning of *rocket*. Then use the information on pp. 152–155 as a guide to expand children's vocabulary through discussion of the words that are connected to *rocket*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected word(s) in sentences on p. 212 in the *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

ReadyGEN Teacher's Guide

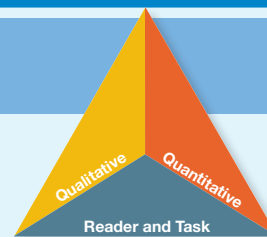
- **BY-THE-WAY WORDS** On page 4, the text says that Earth looks "like a huge, bright disk colored blue and white." What clues in the book help you understand what a disk is? (The illustration shows Earth looking like a circle colored blue and white, so a disk must be a flat, round object.)
- **BY-THE-WAY WORDS** On page 5, how does the author help readers understand what a planet is? (He provides a definition to answer the question of what a planet is: "a huge ball of rock or gas that moves around the Sun.") Which planet in particular does the author talk about in this book? (Earth)

ReadyGEN Teacher's Guide

Becoming Researchers				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
play	pretend	actor, host	Topic	
pretender	play	host	Topic	
vibrations	vibrate	shaking, movement	Topic	
evaporation	evaporate, vapor	disappearance, transformation	Topic	
interaction	act, action, interact	exchange	Topic	
boundaries	bound	borders, edge, perimeter	Topic	
examine	examination	inspects, looks	Big Idea	
examined	examination	inspected	Topic	
dramatic	drama, dramatically	act	Topic	
discrete	discrete	unit	Topic	
secretly	secretly	secretly, secretly	Topic	
striking (adj)	striking	beautiful, noticeable, surprising, remarkable	Topic	
retreat	retreat	hurry, refuge, sanctuary	Topic	
cracks	crack, opening		Topic	
obstacle			Topic	
expedition	expedite		Big Idea	
extending	extended	extending	Topic	
rolls	roll	roll	Topic	
comparative	compare	comparing, studying	Big Idea	
pristine		pristine, perfect	Topic	

ReadyGEN Teacher's Guide

UNIT 1 • MODULE A				
Becoming Researchers				
Vocabulary to Unlock Text				
ANCHOR TEXT: <i>The Taramula Scientist</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
aggressive	aggression, aggressive	physical, combat	Topic	
documented	document	recorded, observed	Topic	
adapted		adjusted, acclimated, transformed	Topic	
integral		important, critical, necessary	Topic	
SUPPORTING TEXT: <i>The Boy Who Drow Alike</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
migrate	migration, migrant	travel	Topic	
inhabited	inhabitation	dwelt, nest	Topic	
transformed	transformation, transformative	change	Topic	
rehabilitated	rehabilitate, rehabilitation	restored	Big Idea	
inhabit	inhabitation	occupy, move	Topic	
complex	complexity	difficult, complicated	Topic	
theory	theoretical	idea, concept	Big Idea	
SUPPORTING TEXT: <i>"Froggy Frog"</i>				
Informational Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.				
Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Informational Links	
interviewed	interview	researched, studied	Topic	
extinction	extinct	depletion	Big Idea	
juvenile		young, adolescent	Topic	
surge	surge	increase	Topic	
attitudes		beliefs	Topic	
native	nativity	domestic	Topic	
vulnerable	vulnerability	fragile	Big Idea	
exposed	exposure	vulnerable, uncovered	Topic	



Text Complexity

In order to become college- and career-ready, students need to read increasingly complex texts as they progress through Grades K–12, and they need strategies that will help them comprehend these texts.

The Common Core Standards suggest a three-part model to gauge the difficulty of a particular text. Each part of the model is of equal importance. As outlined in Appendix A of the Common Core Standards, the three parts are:

QUANTITATIVE MEASURES

The quantitative dimensions of a text include the readability score, such as the Lexile, Dale-Chall, or Flesch-Kincaid score, as well as other scores of text complexity, such as word count, word and sentence length, or word frequency. These measures are typically calculated by computer software.

QUALITATIVE MEASURES

Factors that influence the qualitative complexity of a text include levels of meaning (literary text) or purpose (informational text), text structure, language conventionality and clarity, and knowledge demands. These measures are best determined by an attentive human reader.

READER AND TASK CONSIDERATIONS

When determining the appropriateness of a text for individual students, it is important to consider the variables specific to a reader (motivation, knowledge, experiences) and to a task (purpose and difficulty of the task or of the questions posed). These judgments are best made by teachers using their professional experience and knowledge of their students.

Text Complexity Rubrics are provided in the Teacher Resources section to help familiarize teachers with the complexity of each text in a module. The rubrics provide a snapshot of the complexity of the anchor and supporting texts, using both quantitative and qualitative measures. The Reader and Task Suggestions in each rubric provide tips for preparing students to read the text, but you should make your own assessments based on your students.

Assessments

ReadyGEN provides a variety of assessment opportunities to gauge student progress toward mastery of reading and writing skills and standards.

BASELINE ASSESSMENT This test is designed to determine students' instructional needs at the outset of the year and establish a "starting point" for each student. The results will help identify individuals who are at grade level, those who need support, and those who might benefit from more challenge.

FORMATIVE ASSESSMENTS Ongoing formative assessments are integrated within every module of *ReadyGEN*. These include **Monitor Progress If . . . then** suggestions throughout the *Teacher's Guide* for observing and assessing students' progress; Formative Assessment suggestions in many writing lessons; student work in the *Reader's and Writer's Journal*; and **If . . . then** suggestions for monitoring progress in the *Scaffolded Strategies Handbook*.

PERFORMANCE-BASED ASSESSMENTS Each module of *ReadyGEN* concludes with a Performance-Based Assessment (PBA). These tasks allow students to apply the skills they learned to their writing. The PBA process helps teachers measure students' mastery of the standards. The *Teacher's Guide* features a four-point writing rubric to evaluate students' PBAs and a Reflect and Respond page that includes suggestions for writers struggling with the PBA task.

END-OF-UNIT ASSESSMENTS These assessments consist of reading passages, selected-response questions, and writing prompts. Students read or listen to the passages and answer comprehension and vocabulary questions, referring to the texts as needed. The passages are either literary or informational and become increasingly complex over the course of the year. The prompts require students to write pieces of varying lengths in all writing types.

ASSESSMENT BOOK The grade-specific *Assessment Book: Teacher's Manual* provides an overview of the *ReadyGEN* assessment component; offers tips for assessing English language learners; provides fluency and running-record information and passages; and includes test administration information, answer keys, and rubrics for the Baseline and End-of-Unit Assessments. Student tests are found in the *Assessment Student Book*.

Reading Instruction

Using carefully organized text sets and a routines-based instructional path, *ReadyGEN* is designed to accelerate delivery of the Common Core instructional shifts in elementary English language arts classrooms.

Each *ReadyGEN* text set consists of an anchor text and supporting texts. Each text was thoughtfully selected to provide key insights into the core Enduring Understandings of the unit topic. The text sets are the center of instruction and include multiple genres, worthy of close reading and rereading.

Read the Text

The goal of the first read of the anchor or supporting text is to introduce the text and allow students an opportunity to explore and make initial findings about it. Students focus on the Enduring Understandings and the Essential Questions as they preview the text. Then students and teacher read together, or students read independently.

ReadyGEN Tip

If you read aloud a section of the text or the entire text, you can employ the gradual-release model; that is, you need not be the only one reading every day. Depending on student ability, you might invite individual students to read aloud to the group or have small groups do a choral reading.

After reading, students reflect on the gist of the selection and their general understanding of it. During the second read, or Close Reading, students revisit the selection to answer text-dependent questions using close-reading strategies. This is not a time to reread every page read during the first read. Rather, students go back to discuss and reread only portions of the selection to answer text-dependent questions, always citing evidence from the text.

Focused Reading Instruction

The goal of the Focused Reading Instruction is to allow students to dig deeper into focused, sustained reading and rereading of a text for the purpose of understanding key points, gathering evidence, and building knowledge. The following lesson parts make up Focused Reading Instruction:

VOCABULARY DEVELOPMENT Students learn, discuss, and use the rich generative vocabulary that is integral to unlocking the text.

TEXT-BASED CONVERSATION and **TEAM TALK** Students work collaboratively in whole group or small groups to discuss the text. Then, with a partner, they state and support an opinion about what they have read.

READING ANALYSIS and **LANGUAGE ANALYSIS** During Reading Analysis, students learn and use the comprehension skills and strategies they need to understand the text. Additional literary elements, such as author's purpose and genre, are also included in these discussions. During Language Analysis, students learn about author's craft, or "how the text works." Through close reading of a text, students explore elements such as figurative language, sentence structure, dialogue, and word choice.

WRITING IN RESPONSE TO READING Students write in response to a prompt about what they have read. They are required to cite evidence from the text in their writing.

ACCOUNTABLE INDEPENDENT READING Students have an opportunity to extend and apply what they have learned to a "just right" text of their choice.

READING WRAP-UP Students reflect on the reading they have done and share the work they have accomplished throughout the lesson.

READING OBJECTIVES

Identify how words connect meaning in an informational text.

Correctly use *Planet Earth* when the text is used.

Use text features to locate information.

Build an author's talk conversation.

BENCHMARK VOCABULARY

✓ noted, p. 4

Focused Reading Instruction

Benchmark Vocabulary

INTRODUCTION Print and read about the sentence from *Planet Earth*, p. 4, with the word noted.

TEACH Using the Benchmark Vocabulary Routine for Informational Text on pp. TR52–TR53, teach the meaning of noted. Then use the information on pp. TR52–TR53 as a guide to expand children's vocabulary through discussion of the words that are connected to noted.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by using the selected words in sentences on p. 212 in the Reader's and Writer's Journal. Use responses to monitor children's vocabulary development.

Text-Based Conversation

COLLABORATE Use the Whole Class Discussion Routine on pp. TR6–TR8. Review the information found on the Contents page and the Index. Think about these text features. These text features help me find information quickly. The Contents page lists headings for the sections and the page number where each section begins. The Index lists the most important subjects covered in the book. Each subject is followed by page numbers where this subject is mentioned.

As a whole class, discuss when to use the Contents page to locate information and when to use the Index instead. Evaluate how helpful each is in helping the reader find specific information quickly. As children participate in collaborative conversations, have them build on others' talk in conversations by linking their comments to the remarks of others.

Team Talk

STATE AND SUPPORT AN OPINION Use the Think-Pair-Share Routine on pp. TR52–TR53. Ask children to review the Contents page and the Index and answer this question: *Why do you think the author included both a Contents page and an Index?* (Possible response: The Contents page tells the reader the big ideas that will be covered but the Index shows where facts about specific subjects can be found.)

UNIT 4 • MODULE B

WHOLE GROUP

Language Analysis

TEXT FEATURES AND STRUCTURE Explain that the author of a question-and-answer book uses text features and a structure that helps readers understand what questions are being asked and how they can be answered.

CITE TEXT EVIDENCE Reread the title, Contents page, and Index. Note that the title, *Planet Earth*, is the text's main topic. Use the following prompts to guide discussion about the book's text features.

- What is the relationship between the Contents page and the book's main topic? (The headings on the Contents page tell subtopics.)
- What is the relationship between the Index and the book's main topic? (The Index lists specific details that relate to the main topic.)

Turn to pp. 4–5. Focus on the text's structure.

- What format does the author use to ask questions? (A numbered list.)
- What format does the author use to give answers? (A numbered list of answers are given under the flag.)

Independent Reading Practice

LANGUAGE ANALYSIS: TEXT FEATURES AND STRUCTURE Have children turn to another spread of the book. Then, on p. 213 in the Reader's and Writer's Journal, have them explain how the text features and structure help them locate information.

WRITING IN RESPONSE TO READING Have children turn to p. 217 in the Reader's and Writer's Journal to review this prompt: *On the question-and-answer flag in the book, help you learn? Use text evidence to explain.* Have children write their responses on a separate sheet of paper.

ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to notice how ideas and information are connected. Use the Independent Reading Routine on pp. TR52–TR53.

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Ask volunteers to share their Writing in Response to Reading. Use the Reading Wrap-Up Routine on pp. TR42–TR45.

ReadyGEN
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Writing Instruction



In the digital world of the 21st century, strong writing skills are critical to effective communication, and Pearson's *ReadyGEN* makes it possible for all students to become champion writers. This program provides solid writing instruction and abundant practice in three important text types: narrative, informative/explanatory, and opinion, as well as the many subgenres these text types include. Beginning in kindergarten, *ReadyGEN* gives students the opportunity to explore texts in depth and then write about what they have read. In doing so, they develop as critical readers, writers, and thinkers. The writing program in *ReadyGEN* provides instruction in key process skills that will transform students into lifelong writers. Right from the start, *ReadyGEN* is a valued partner in helping all students master language and express ideas in powerful ways.

—Pam Allyn, Executive Director and Founder, LitLife and LitWorld

The *ReadyGEN* instructional model uses reading to gain knowledge. Writing, then, is the tool for enhancing reading comprehension and learning from text. *ReadyGEN* provides opportunities and guidance for students to talk about and then write about what they have read and learned.

Writing Lessons

Each **Writing** lesson in a module focuses on one writing type as specified in the Common Core Standards—narrative, informative/explanatory, or opinion—all in service of the **Performance-Based Assessment** that students will be assigned at the end of the module.

Explicit instruction guides students through the writing process. Instruction begins by linking reading and writing. Students analyze good writing models from the anchor and supporting texts they are reading. Together, students examine and explore writers' styles and techniques.

Each writing lesson also focuses on one or more grammar, usage, and mechanics conventions. Students discuss how authors used these conventions in the anchor and supporting texts, and they apply these conventions in their own writing. Then students practice the acquired skills in their *Reader's and Writer's Journal*.

During **Independent Writing Practice**, students have another opportunity to apply the writing skills and conventions they've discussed and learned. This practice prepares them for the Performance-Based Assessment at the end of the module. Opportunities for a digital delivery of student-produced writing are suggested.

All writing lessons end with a **Writing Wrap-Up**, during which students share their work using the Writing Wrap-Up Routine.

Performance-Based Assessment
Grade 2 • Unit 4 • Module B
PERFORMANCE-BASED ASSESSMENT UNIT 4 • MODULE B

TASK

In the News

Planet Earth is in a constant state of change. You will use information you have learned from *Planet Earth and Danger! Earthquakes* to write an informative newspaper article reporting on a natural event that causes planet change. You can do additional research as needed to report on your chosen natural event.

Remember to

- introduce your topic.
- use facts and definitions to develop points.

Informative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Informative article is fully developed and includes numerous key details.	Topic is fully introduced and developed and includes a developed concluding statement or section.	Informative article includes several details, facts, and definitions, and answers all 5 W questions.	Several adjectives and adverbs are used to describe the event.	Informative article uses correct grammar, usage, capitalization, and spelling.
3	Informative article is developed and includes key details.	Topic is introduced and developed and includes a concluding statement or section.	Informative article includes some details, facts, and definitions, and answers 4-5 W questions.	Some adjectives and adverbs are used to describe the event.	Informative article uses mostly correct grammar, usage, capitalization, and spelling.
2	Informative article is developed but includes few key details.	Topic is introduced but only somewhat developed and includes	Informative article includes few details, facts, and definitions, and answers 3-4 W	Few adjectives and adverbs are used to describe the event.	Informative article includes some errors in grammar, usage, capitalization, and spelling.

Writing

Informative/Explanatory Writing

WRITING OBJECTIVES
Understand how facts and details from a text show how the text is related to the unit title. **G-2-1**
Identify adjectives.

TEACH Explain that readers gain a deeper appreciation of this text by thinking about how it relates to the title of the unit: Facing Challenges and Change.

Talk about how this informational science book relates to the unit's title. For example, in telling about earthquakes and volcanoes, the author talks about changes that occur because of these disasters. The writer explains how the text relates to facing challenges and change by using facts, examples, and details from the text.

During reading, readers can look for facts and details that relate to the unit title. Have them keep these questions in mind as they read:

- What is the title of the unit?
- What parts of this text remind me of the title of this unit?
- What facts, examples, or descriptive details relate to the unit title?
- How do I understand the unit title better or differently after reading this text?

Use the Scaffolded Strategies Handbook to provide additional support for struggling writers.

ANALYZE THE MODEL. Through discussion, help children examine how a reader uses facts, examples, and details from the text to write about how the text relates to the title of the unit. Display a sample of what a reader might write about *Planet Earth*:

After reading about earthquakes in *Planet Earth*, I understand that one challenge people face is how to build buildings that won't collapse during an earthquake.

The writer links the unit title to *Planet Earth* by identifying one challenge that people living on Earth face.

Display another example of a reader's writing about the title of the unit.

As *Planet Earth* says, we cannot stop earthquakes from happening, but we can prepare for this challenge by building stronger buildings.

The writer uses text evidence to connect the text to the unit title: Facing Challenges and Change.

Explain to children that when they are writing about how a text might relate to the title of the unit, they should cite evidence from the text to support their thoughts.

CONVENTIONS: Adjectives
TEACH AND MODEL Remind children that adjectives modify or describe nouns. They tell which one, what kind, or how many. Vivid descriptive adjectives help the reader better picture the things described in the text.

If you flew to the Moon in a rocket, you would see Earth in the sky, like a huge, bright disk colored blue and white.

The adjective huge tells the size of the disk. The adjective bright gives more information about what the disk looks like.

PRACTICE Pair children. Have partners search p. 5 of *Planet Earth* to locate other examples of adjectives. For additional practice in identifying adjectives, have children turn to p. 215 of the *Reader's and Writer's Journal*.

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Scaffolding



Students are expected to have many ongoing opportunities to use text to integrate knowledge and ideas, describe key details, and view text as a resource for answering questions and understanding multiple views. Adjusting your instruction to ensure that text is used as a primary resource for students to meet these understandings will take you a long way toward implementing the Common Core Standards.

—Sharon Vaughn, University of Texas

ReadyGEN provides a variety of scaffolding strategies you can employ to ensure instructional equity and access to rigorous text for all students.

Scaffolded Instruction notes appear throughout the lessons. These notes address stumbling blocks that might deter English language learners or struggling readers and writers. They allow for on-the-spot opportunities to use proven mediations right when you need them.

Scaffolded Instruction for Small Group

The **Strategic Support** instruction is targeted toward students who need additional scaffolding for the instructional focus of each lesson. Using the **Monitor Progress If . . . then** suggestions will guide you in determining the level of support students need during small group lessons. The teacher-led small groups in *ReadyGEN* are flexible and responsive to the needs of individual students. The groups will vary from lesson to lesson. Gather your small groups based on which students would benefit from additional scaffolding or extensions in a particular area. While you are working with small groups, other students will read independently, complete independent work, or work at a small group center or in collaborative groups.

The **Extensions** are activities intended for students who understand the lesson focus and would benefit from opportunities to extend the lesson and enhance learning.

Sleuth is a collection of short, high-interest selections that students use to sharpen their close-reading skills as they work through the Sleuth Steps:

- Look for Clues
- Ask Questions
- Make Your Case
- Prove It!

Three to four times in each unit, the Scaffolded Instruction for Small Group lessons use *Sleuth* to reteach, practice, and refine close-reading skills and strategies.

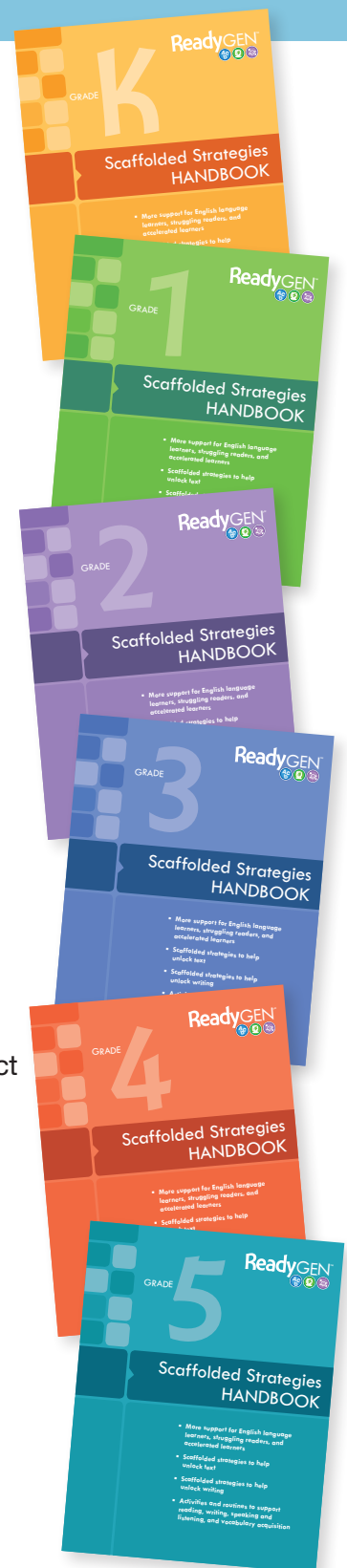
Scaffolded Strategies Handbook

The *Scaffolded Strategies Handbook* works in tandem with the *ReadyGEN Teacher's Guide* as students read and write about the anchor and supporting texts. The *Scaffolded Strategies Handbook* provides additional support strategies for you to use during small groups with those students who need extra scaffolding. The Handbook is divided into three parts.

PART 1: UNLOCK THE TEXT provides scaffolded lessons to help struggling readers unlock the anchor and supporting texts. Each lesson is divided into three sections: Prepare to Read, which activates background knowledge and introduces troublesome vocabulary; Interact with Text, which fosters close reading; and Express and Extend, which allows students to react to the text through discussion and writing.

PART 2: UNLOCK THE WRITING includes Unlock the Task lessons that scaffold the end-of-module Performance-Based Assessments into smaller, more accessible steps to use with English language learners and struggling writers. In addition, there are grade-appropriate guidelines for teaching each of the writing types required by the Common Core Standards: narrative, informative/explanatory, and opinion.

PART 3: ROUTINES AND ACTIVITIES is a collection of routines, reproducible graphic organizers, and games and activities to augment the English language arts classroom and address the Common Core Standards.



Foundational Skills

Foundational skills are the entryway to language and vocabulary and for students to become strong readers of complex text. Pearson provides an optional *Phonics Kit* for Grades K–3 and an optional *Word Analysis Kit* for Grades 4–5 for you to use along in conjunction with the *ReadyGEN* program for an additional 20–30 minutes of instruction.

The *ReadyGEN* scope and sequence in foundational skills has been widely validated in independent efficacy studies. Created by literacy experts in the areas of phonemic awareness, phonics, word work, and spelling, the approach is aggressive, with supports for appropriate mediations and modeled delivery through optional scripting.

ReadyGEN teaches phonics explicitly and systematically. Letter-sound relationships are taught in a systematic sequence, both in isolation and in the context of words and sentences. Students learn to blend and segment phonemes to hone their decoding skills. In each lesson, reading decodable text and opportunities for writing allow students to apply the phonics skills they have learned and to understand the usefulness of these new skills.

The *ReadyGEN* word-analysis instruction is also explicit and systematic. Students learn word-study skills in isolation and in context. All skills are practiced, applied, and spiraled throughout the year.

KIT COMPONENTS

- Teacher's Guide (K–5)
- Picture Cards (K–3)
- Alphabet Cards (K–3)
- High-Frequency Word Cards (K–3)
- Vocabulary Cards (4–5)
- Kindergarten Readers (K)
- Decodable Readers (K–3)
- Practice Readers (4–5)
- Phonics Activity Mats (K–3)
- Letter Tiles (K–5)
- Sound-Spelling Cards (1–3)
- Phonics Songs and Rhymes Flip Chart (K)
- Audio CD (K)



Pacing

How do I pace my *ReadyGEN* day?

The time you spend on each lesson will vary from day to day based on the text, your students, and the amount of scaffolding and support necessary to deliver the instruction appropriately. You may need to adjust times accordingly. Use your professional judgment as you plan the instruction for each module. Here is a sample schedule.

WHOLE GROUP Reading 30–40 min	First Read: Explore the Text Second Read: Close Reading Focused Reading Instruction	10–15 minutes 10 minutes 10–15 minutes
SMALL GROUP Scaffolding 30–40 min	Strategic Support Extensions	Goal: Meet with up to 3 groups per day for 10–15 minutes each.
WHOLE GROUP Writing 30–40 min	Writing Type Independent Writing Writing Wrap-Up	15–20 minutes 10–15 minutes 5 minutes

What are my students doing while I work with small groups?

Students will work at their own pace. They might

- revisit the texts.
- complete independent practice work in their *Reader's and Writer's Journal*.
- work in the small group centers.
- engage in accountable independent reading.

Timesaving Tips

- Set a one- to two-minute time limit for Team Talk activities during Focused Reading Instruction.
- During the second read have students reread only those pages that will support them in answering the text-dependent questions.
- During the oral reading fluency check in small groups, limit the reading to a paragraph or two rather than an entire page.



What is the research
behind *ReadyGEN*?

ReadyGEN is a core comprehensive literacy curriculum of deliberately organized text sets and routines-based instruction. Pearson has developed **ReadyGEN** to equip all schools with the tools and practices necessary to meet the new expectations of the Common Core Standards.

At Grade K, **ReadyGEN** has six units of study. Each unit provides a theme-based concept that connects the texts and tasks across the genres and content areas in the unit.

UNIT 4

Learning About Each Other and the World

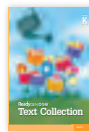


MODULE A Common Core Lesson Launch	1–11
Lessons 1–13	12–141
Performance-Based Assessment (Narrative)	142–149

TEXT SET



ANCHOR TEXT
*I Love Saturdays
y domingos*



SUPPORTING TEXT
Apple Pie 4th of July



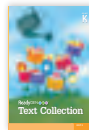
SLEUTH
"Two Talented Friends"
"The Spider Weaver"

MODULE B Common Core Lesson Launch	150–161
Lessons 1–12	162–281
Performance-Based Assessment (Informative/Explanatory)	282–289

TEXT SET



ANCHOR TEXT
One Land, Many Cultures



SUPPORTING TEXT
Clothes in Many Cultures



SLEUTH
"Fun with Marbles"

UNIT 4 Common Core Teacher Resources	
Routines	TR6–TR53
Graphic Organizers	TR54–TR68
Text Complexity Rubrics	TR70–TR73
Leveled Text Instructional Plans	TR77–TR86

A unit is divided into two modules. Each module is built around a text set, which consists of an anchor text, a supporting text, and *Sleuth*. Some selections are stand-alone trade books, other selections are contained in the *Text Collection*, and text for additional close reading is found in *Sleuth*.

“Reading widely is a habit that students must develop, but they also need instruction in reading increasingly complex texts so their reading diet is more balanced. We suggest that more difficult texts with scaffolded instruction should become part of the classroom equation.”

Douglas Fisher and Nancy Frey, *Text Complexity: Raising Rigor in Reading*, 2012

UNIT 4

Assessment

There is strong alignment between **ReadyGEN** and the Common Core Standards in the program's various forms of assessments. In addition to daily opportunities for teachers to gauge student learning within lessons, the formative assessments provide benchmarks for teachers to assess student progress and to make instructional adjustments along the pathway toward the Performance-Based Assessments.

ReadyGEN provides various assessment opportunities for you to use with your children to gauge their progress toward mastery of the Common Core State Standards.

FORMATIVE ASSESSMENT

MONITOR PROGRESS

If . . . students struggle to make a real-life connection between words and their use, then . . . use the Language Analysis support below. If . . . students need extra support to understand the text, then . . . use the Close Reading support below.

MONITOR PROGRESS FORMATIVE ASSESSMENTS

Each lesson provides a chance for you to assess targeted skills and standards in order to monitor the progress of children. Using these Monitor Progress formative assessments, you will be consistently aware of how children are changing and developing throughout the year. You can use this performance data to meet the individual needs of children.

Independent Writing Practice

FORMATIVE ASSESSMENT Have students organize the reasons and details for their opinion essay on p. 180 in their Reader's and Writer's Journal. Students should continue building the topic that they began in Lesson 4. Remind students that they are writing about how relationships between people in different generations can have an impact in a person's life. They should choose one opinion statement and reasons from Lessons 5 and 6. Have students:

1. Make an outline including their opinion statement, three reasons, and supporting details for each reason.
2. Use their outline to write an opinion essay about the writing prompt.

FORMATIVE WRITING ASSESSMENTS

Children's strengths and weaknesses come into focus with the Formative Writing assessments that occur throughout the lessons. Using the data from children's progress on these tasks can help you quickly identify children needing additional practice. Responsive individual or group instruction can further children on the path toward the module assessment.

"In Common Core, our formative assessments provide fresh, detailed information to guide our teaching on a day-to-day basis. These formative assessments contribute, over time, to students' progress in reading, and towards their achievement on high-stakes summative assessments. Our careful reading assessment gives us the information we need to make each lesson meaningful for every student."

Peter Afflerbach, *Understanding and Using Reading Assessment*, K-12



PERFORMANCE-BASED WRITING ASSESSMENT

Every Module

Each module has a **Performance-Based Assessment** that can be used to measure children's mastery of standards.

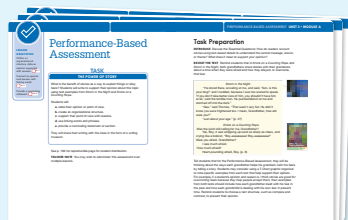
UNIT 4 • MODULE A Retell and Extend

TASK: The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y domingos* that reflects the unique cultural background of the girl's grandparents.

Children will imagine what happens next in the family experience.

UNIT 4 • MODULE B My Land, Our Land

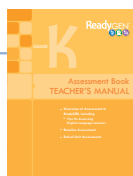
TASK: Children will examine a world map and consider the lands that they learned about in this unit. They will choose a land that they read about in *One Land, Many Cultures* or *Clothes in Many Cultures* and create a page with information about that land.



The Performance-Based Writing Assessment measures students' mastery of the three types of writing genres required in the Common Core Standards for Writing: informative/explanatory, opinion, and narrative.

END-OF-UNIT ASSESSMENT

The **End-of-Unit Assessment** is found in the **ReadyGEN Assessment Book**. Use the assessments to give you additional information on children's progress and inform your instruction.



The End of Unit Assessment is a summative evaluation that prepares students for success on the new assessments designed to measure students' mastery of the Common Core Standards.

"In the act of learning, people obtain content knowledge, acquire skills, and develop work habits—and practice the application of all three to "real world" situations. Performance-based learning and assessment represent a set of strategies for the acquisition and application of knowledge, skills, and work habits through the performance of tasks that are meaningful and engaging to students."

Van Wagenen, Lewbet, Waterbury-Wyatt, Shaw, Pelietier, and Hibbard,
Teacher's Guide to Performance-Based Learning and Assessment

ReadyGEN uses the design principle of backward mapping to ensure that activities are explicitly linked to and driven by the target standards selected for each module. Each unit focuses on questions and tasks that lead to an important understanding about how people interact with one another and the natural world. As students participate in activities at the module level, they acquire Enduring Understandings about the ways in which reading, writing, and learning deepen knowledge and provide insight into the world.

UNIT 4 • MODULE A

Path to Common Core Success

Dig Deeply into Complex Text

Big Idea

- Culture

Enduring Understandings

- **Readers** understand that characters have similar experiences in different stories.
- **Writers** understand that narratives are based on real or imaginary experiences.
- **Learners** will explore content to understand that families and communities from different cultures share characteristics and experiences.

“Knows” and “Dos”

ESSENTIAL QUESTIONS

How do **readers** use text and illustrations to compare and contrast characters' experiences?

What words do **writers** use when they are comparing and contrasting?

MODULE GOALS

Readers will compare and contrast characters and their experiences in stories.

Writers will use pictures and words to narrate a story depicting an experience.

EXPLORE CONTENT **Learners** will explore content to understand how cultures blend in families and communities.

“One starts with the end — the desired results (goals or standards) — and then derives the curriculum from the evidence of learning (performances) called for by the standard and the teaching needed to equip students to perform.”

Wiggins and McTighe, *Understanding by Design*

Learning About Each Other and the World

Text Set

ANCHOR TEXT



I Love Saturdays y domingos
Lexile 510L
Literary Text

SUPPORTING TEXT



Apple Pie 4th of July
Lexile 730L
Literary Text

SLEUTH



"Two Talented Friends"
"The Spider Weaver"



PERFORMANCE-BASED WRITING ASSESSMENT

RETELL AND EXTEND

The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y domingos* that reflects the unique cultural background of the girl's grandparents. Children will imagine what happens next in the family experience.

TARGET STANDARD



Common Core State Standard W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

1

The backward mapping of a **ReadyGEN** unit begins by identifying the target standard(s) for each module and developing a Performance-Based Writing Assessment to measure student mastery of the standard(s). Carefully chosen content-rich selections support text-based instruction that enables students to address the module goals. Using the texts as a springboard, students examine the elements of a genre and apply those elements as they complete the Performance-Based Writing Assessment.

"In **ReadyGEN** we think of reading and writing as two sides of the same literacy coin. We use reading to inform writing from the outset; the knowledge students gain from reading is the grist for their writing. And we use writing as a tool for enhancing their reading comprehension and learning from text; the more students write about what they have read, the better they learn and remember key ideas in the texts they read."

P. David Pearson, 2013

Vocabulary to Unlock Text

Generative vocabulary instruction makes visible to students critical features and functions of words as well as connections among words. This knowledge, then, supports students in generating meanings of unknown words in texts.

Generative Vocabulary

ReadyGEN provides systems for understanding how words work. Teach **generative vocabulary** as children dig deeply into complex texts. Focus on sets of rare Tier II and Tier III words that unlock meaning, build knowledge of critical content domains, and help children internalize word-learning strategies. Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

BENCHMARK VOCABULARY Benchmark Vocabulary words are important for understanding concepts within a text. These are addressed during Focused Reading Instruction and can be defined as

- words needed to deeply comprehend a text.
- words from other disciplines.
- words that are part of a thematic, semantic, and/or morphological network.
- words central to unlocking the Enduring Understanding of the text.

BY-THE-WAY WORDS By-the-Way Words are sophisticated or unusual Tier II and Tier III words for known concepts that can be stumbling blocks to comprehending a text. They should be defined quickly during reading, but instruction should not interfere with the fluent reading of the text. These are addressed during Close Reading and can be defined as

- words that don't require lengthy discussion within a particular text.
- words supported by the text for meaning.
- words that are more concrete.

Generative Vocabulary in Speaking and Writing Children should demonstrate a deep understanding of vocabulary by using those words and words generated from them in conversation, writing practice, and the Performance-Based Assessments.

“A critical group of words can be taught, but both the choice of words and the nature of instruction need to be generative, if students are to be prepared to unlock the meanings of the many rare words they will encounter in complex texts. **Generative** refers to the ability to apply knowledge of how words work when encountering new words.”

Elfrieda H. Hiebert and P. David Pearson, *Generative Vocabulary Instruction*

Learning About Each Other and the World

ANCHOR TEXT *I Love Saturdays y domingos*

Literary Text Use this chart as a starting point for your class to generate related words. There may be more words in each cluster than those listed here.

Benchmark Vocabulary	Possible Morphological Links	Possible Semantic Links	Narrative Links
nibbling	nibbled	chewing, tasting	<i>Actions or Movement</i>
sweetheart		darling, honey, sweetie	<i>Character</i>
darling	dear, dearest	beloved, sweetheart	<i>Character</i>
spongy	sponginess, sponge	soft, squashy, squishy	<i>Plot</i>
honey	honeyed	bee, nectar, syrup	<i>Plot</i>
owls	owlish	birds, wise	<i>Setting</i>
collection	collected, collate, collect	set, crowd, selection, batch	<i>Setting</i>
circus	circle	big top, festival, show	<i>Setting</i>
aquarium	aqua	fish tank, fishbowl	<i>Setting</i>
seashore		beach, coast, ocean, waterfront	<i>Setting</i>
pier		bridge, dock, jetty, wharf	<i>Setting</i>
soars	soaring	flies, rises, sails	<i>Actions or Movement</i>
trail	trailed, trailer	route, road, path	<i>Setting</i>
proud	pride, proudly	pleased, happy, honored	<i>Emotion</i>
dollhouse		toy, doll, small	<i>Plot</i>
cousins		aunt, uncle, relative	<i>Character</i>
traditional	tradition	custom, cultural, habitual, ritual	<i>Big Ideas</i>

3

By teaching words in clusters of ideas rather than in isolation, students learn many more words; one word carries with it all of its relatives. Knowledge of morphological links helps make students aware that words share a common root. Recognizing semantic links expands students' vocabulary as they learn synonyms or related concepts for words. Narrative and informational links help students understand the roles that words play in a particular story or article.

Benchmark Vocabulary Routine: Literary

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Benchmark Vocabulary Routine for Literary Texts:

- Pronounce the word and have children repeat it. Read aloud the

Tips and Tools

Context Clues

Point out to children that by reading on, the

TEACHER RESOURCES • COMMON CORE ROUTINE



Benchmark Vocabulary Routine: Literary

COMMON CORE CONNECTIONS

RL.K.4; L.K.4, L.K.5, L.K.6

Rationale

As children develop their oral and written vocabulary, they will encounter many words that they have not read before or used in their oral language. The number of words in English is enormous, and all words cannot be taught. Therefore, it is imperative to help children understand strategies to address and comprehend new vocabulary in texts. Children not only need to learn foundational skills in letter-sound knowledge, but they also need to develop an understanding of the complexities of affixes, inflected endings, root words, and multiple meanings as they pertain to individual words. Children need to recognize not only the features and functions of words, but they also need to begin making connections among words. This generative approach to vocabulary instruction will enable them to unlock the meanings of unknown words as they are presented with increasingly complex texts.

In narratives, vocabulary may center on categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. The vocabulary in narratives may be unique to the text and is unlikely to appear frequently in other texts. However, these words are often new labels for known concepts. For example, in Eric Carle's *A House for Hermit Crab*, Carle writes, "He had felt safe and snug in his shell. But now it was too snug." The word *snug* is likely not a word kindergarten children will encounter in many texts or use in many conversations. Yet it perfectly describes how Hermit Crab is feeling in his shell. It is important to address these kinds of words so that children understand the text and how to tackle similar unique words in other literary texts.

When planning Benchmark Vocabulary lessons, consider that:

- teaching vocabulary words with lively routines develops vocabulary and stimulates an interest in and awareness of words that children can apply in their independent reading.
- rigorous vocabulary instruction helps children expand their oral vocabularies so that they truly "own" the new words.

Tips and Tools

TERMS TO KNOW

affix An *affix* is a word part, either a prefix or a suffix, that changes the function or meaning of a word root or stem. For example, paint/repaint; happy/unhappy; friend/friendly; excite/excitement.

inflectional ending An *inflectional ending* expresses a plural or possessive form of a noun, the tense of a verb, or the comparative or superlative form of an adjective or adverb. For example, dogs/dog's; skipping/skipped; bigger/biggest; faster/fastest.

multiple-meaning word A *multiple-meaning word* has more than one definition depending upon how it is used in a sentence. *Fan*, *bat*, and *line* are examples of multiple-meaning words.

root word A *root word* is a word that can't be broken into smaller words. For example, *act*, meaning *do*, is the root word of *action*, *actor*, and *react*.

Go to www.PearsonSchool.com/ReadyGEN to read more about generative vocabulary instruction in ReadyGEN.

"Teachers create a learning environment through positive interpersonal interactions, efficient routines and procedures, clear and consistent standards of conduct, and a safe physical environment that supports the learning purposes."

Charlotte Danielson, *An Introduction to the Framework for Teaching*



meaning of an unfamiliar word
they uses this technique to define
just in time, for now they were
ers started to drop out, and they
ones grew in."

The Benchmark Vocabulary Routines for Literary and Informational Texts found in the back of each Teacher's Guide are key to vocabulary instruction. The Vocabulary Routines provide a structured approach to help students acquire strategies to apply during independent reading. Graphic organizers, also in the back of the Teacher's Guide, help students visualize relationships between and among words and concepts.



Benchmark Vocabulary Routine: Literary

THE ROUTINE

- 1 Introduce the Benchmark Vocabulary Routine for Literary Text to children. For example, *As we read narrative text, we will come across words that we have not seen before. Authors often give us clues to understand those words. Sometimes we need to look closely at the word and break it into word parts. Sometimes we need to look in a children's dictionary for the definition of the word. Let's look at how words work.*
- 2 Write or display the sentence or passage containing the word. Break the word into syllables and pronounce it. Have children repeat the word and share context clues about its meaning. This brings children back into the text. Help children understand the part of speech. For example, *Snug is a describing word. We call it an adjective.*
- 3 Model looking up the word in a children's dictionary and then read a simple definition. Relate the meaning to its use in the text to ensure comprehension. For example, *Snug* can mean: "providing physical comfort; comfortable," or "firmly positioned in place and difficult to dislodge; tight." The use of *snug* in the first sentence fits the first definition: "He had felt safe and snug in his shell." The use of *snug* in the second sentence ("But now it was too snug.") fits the second definition. Now the word *snug* means that Hermit Crab's shell is tight, not that he is too comfortable in his shell.
- 4 Use the word in other ways, for example, *After washing and drying my sweater, it was snug on me.* Then discuss the word in more depth. For example, *Why do you think Eric Carle used snug instead of tight to explain Hermit Crab's shell?*
- 5 Help children list synonyms for the word. Then compare and contrast the word with those synonyms. *How is tight different from snug? How is comfortable different from snug?*
- 6 Encourage children to practice using the word in a sentence. They can turn to a partner and have a quick one-minute conversation using the word. Have volunteers share their sentences with the class so that you may assess children's understanding.
- 7 As their word knowledge expands, guide children to carefully consider word choice as they incorporate new vocabulary when writing in response to literary text.

Going Deeper

You may choose to do these additional activities with children once they are familiar with the Benchmark Vocabulary Routine for Literary Texts.

- Create word webs and post them around the room for children to reference when they write. Add synonyms of the word, such as *comfortable* and *tight* for *snug*, or add morphological family members of the word, such as *fright* and *frighten* for *frightening*.
- Engage children in Word Hunts during read alouds, shared reading experiences, or independent reading time. Have them look for words that may be similar to or opposite from the featured words in the Benchmark Vocabulary instruction for the day.
- Have children suggest words to add to the classroom word wall.

Tips and Tools

Word Walls

Effective classroom word walls for literary texts are ongoing and organized around categories of words, such as motivations, traits, emotions, actions, movement, communication, and character names. As you add to the word wall, consider adding subcategories of words. For example, words that denote emotion could be further categorized as happy words, sad words, fear words, and so on. Involve students in organizing the word wall to engender rich oral vocabulary development.

TERMS TO KNOW

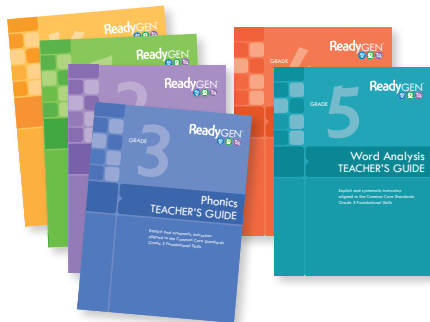
synonym A *synonym* is a word that has almost the same meaning as another word.

morpheme A *morpheme* is the smallest unit of meaning in a word. Morphology, or the study of word structure, explores how words are formed from morphemes. Introducing a morphological family rather than a word in isolation prepares children to make connections between words and determine word meaning.

UNIT 4 • MODULE A Planner

ReadyGEN provides a suggested time span for daily lessons, with the understanding that instructional focus will vary from grade to grade. Teachers will want to adjust the time spent on each segment to meet the needs of all students in their classrooms.

In addition to the Lesson Plan, time allotted for instruction in foundational skills is necessary for reading success. Pearson's *ReadyGEN Phonics Kits (K–3)* and *Word Analysis Kits (4–5)* provide explicit and systematic instruction of all grade-level foundational skills.



Suggested Common Core Lesson Plan

READING 30–40 minutes

- First Read of the Lesson
- Second Read of the Lesson
- Focused Reading Instruction
- Independent Reading Practice
- Reading Wrap-Up

SMALL GROUP 30–40 minutes

- Strategic Support
- Extensions
- *Scaffolded Strategies Handbook*

INDEPENDENT READING

- Daily

WRITING 30–40 minutes

- Narrative Writing
- Independent Writing Practice
- Writing Wrap-Up

LESSON 1

Teacher's Guide, pp. 12–21

READ Trade Book Read the entire book.

I Love Saturdays y domingos

READING FOCUS Learners understand that families and communities from different cultures share characteristics and experiences.

WRITING FOCUS Compare and contrast.

LESSON 2

Teacher's Guide, pp. 22–31

READ Trade Book pp. 5–7

I Love Saturdays y domingos

READING FOCUS Learners understand that families and communities from different cultures share characteristics and experiences.

WRITING FOCUS Tell how events are connected.

LESSON 6

Teacher's Guide, pp. 62–71

READ Trade Book pp. 20–23

I Love Saturdays y domingos

READING FOCUS Writers understand that narratives are based on real or imaginary experiences.

WRITING FOCUS Tell and support an opinion.

LESSON 7

Teacher's Guide, pp. 72–81

READ Trade Book pp. 24–27

I Love Saturdays y domingos

READING FOCUS Learners understand that families and communities from different cultures share characteristics and experiences.

WRITING FOCUS Revise to add details.

LESSON 11

Teacher's Guide, pp. 112–121

READ Text Collection pp. 22–32

Apple Pie 4th of July

READING FOCUS Writers understand that narratives are based on real or imaginary experiences.

WRITING FOCUS Tell events in order.

LESSON 12

Teacher's Guide, pp. 122–131

COMPARE

- *I Love Saturdays y domingos*
- *Apple Pie 4th of July*

READING FOCUS Readers understand that characters have similar experiences in different stories.

WRITING FOCUS Publish and present.

Learning About Each Other and the World

LESSON 3

Teacher's Guide, pp. 32–41

READ Trade Book pp. 8–11
I Love Saturdays y domingos

READING FOCUS Writers understand that narratives are based on real or imaginary experiences.

WRITING FOCUS Use sequence words.

LESSON 4

Teacher's Guide, pp. 42–51

READ Trade Book pp. 12–15
I Love Saturdays y domingos

READING FOCUS Writers understand that narratives are based on real or imaginary experiences.

WRITING FOCUS Tell an event.

LESSON 5

Teacher's Guide, pp. 52–61

READ Trade Book pp. 16–19
I Love Saturdays y domingos

READING FOCUS Writers understand that narratives are based on real or imaginary experiences.

WRITING FOCUS Describe a character's reaction.

LESSON 8

Teacher's Guide, pp. 82–91

READ Trade Book pp. 28–32
I Love Saturdays y domingos

READING FOCUS Learners understand that families and communities from different cultures share characteristics and experiences.

WRITING FOCUS Retell story events.

LESSON 9

Teacher's Guide, pp. 92–101

READ Text Collection Read the entire selection.

Apple Pie 4th of July

READING FOCUS Learners understand that families and communities from different cultures share characteristics and experiences.

WRITING FOCUS Tell a story.

LESSON 10

Teacher's Guide, pp. 102–111

READ Text Collection 5–21
Apple Pie 4th of July

READING FOCUS Writers understand that narratives are based on real or imaginary experiences.

WRITING FOCUS Tell a reaction.

LESSON 13

Teacher's Guide, pp. 132–141

COMPARE

- *I Love Saturdays y domingos*
- *Apple Pie 4th of July*

READING FOCUS Learners understand that families and communities from different cultures share characteristics and experiences.

WRITING FOCUS Compare and contrast.



PERFORMANCE-BASED ASSESSMENT

Teacher's Guide, pp. 142–149

TASK: RETELL AND EXTEND

The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y domingos* that reflects the unique cultural background of the girl's grandparents.

Children will imagine what happens next in the family experience.

The order in which the texts are presented and the length of time devoted to each text varies from module to module. Pacing depends on how the texts work individually and together to develop the unit concept. Pacing also varies according to the makeup of each classroom.

Each lesson's Independent Writing Practice works to lay the groundwork for successful completion of the Performance-Based Assessment, which may be administered over a number of lessons and days.

Foundational skill instruction is available in Pearson's *ReadyGEN Phonics Kit*.

“Instructional planning includes a deep understanding of content and pedagogy and an understanding and appreciation of the students and what they bring to the educational encounter. But understanding the content is not sufficient; the content must be transformed through instructional design into sequences of activities and exercises that make it accessible to students.”

Charlotte Danielson, *An Introduction to the Framework for Teaching*

Independent Reading

Through independent reading, students practice and apply what they have learned in whole-group and small-group instruction.

Accountable Independent Reading is an important part of a child's day. Have children choose one of the suggested texts listed on the opposite page to read independently, or select a different text based on children's interests or your own observations of children's needs.

ACCOUNTABLE INDEPENDENT READING

Literary Text

Ask children questions such as the following to check accountability of their independent reading of literary text:

KEY IDEAS AND DETAILS

- What happens first in the story? What happens next? What happens last?
- Who are the characters in the story? How do they react to the events?

CRAFT AND STRUCTURE

- How do you know this text is a story?
- Who is the author? Who is the illustrator? How does each help tell the story?

INTEGRATION OF IDEAS

- How do the illustrations help you understand events or ideas?
- How are the experiences of the characters in this story similar to or different from those in another story you've read?

Informational Text

Ask children questions such as the following to check accountability of their independent reading of informational text:

KEY IDEAS AND DETAILS

- What is the main topic of the text? What details tell more about the main topic?
- How are the individuals, events, ideas, or pieces of information in the text connected to each other?

CRAFT AND STRUCTURE

- What information can you learn from the front cover, back cover, and title page of the text?
- How do the author and illustrator help tell the ideas or information in the text?

INTEGRATION OF IDEAS

- What point does the author make in the text? What reasons does the author give to support that point?
- How is this text similar to or different from another text you have read about the same topic?

See the Independent Reading Routine on pp. TR26–TR29.

Routines are an integral part of the **ReadyGEN** instructional design as they support teachers and students. They provide the framework around which teachers can flexibly respond to students' needs and through which students build expertise and confidence.

"Independent reading makes you smart, improves your vocabulary, enhances your background knowledge, and makes you interesting. It is essential part of any effective reading program."

Sharon Vaughn, 2013

Learning About Each Other and the World

Text Club

Encourage children to form a Text Club and discuss the texts they've read in Independent Reading with classmates who have read the same texts. In order to have a successful discussion, have them follow these Text Club tips.

- Participate in the conversation.
- Follow classroom rules for conversations, such as listening to others when they speak and taking turns speaking.
- Listen to what others say and respond to their ideas.
- Ask and answer questions about details in the text to seek help, get information, or clarify something you do not understand.
- Tell details about the people, places, things, and events in the texts.
- Speak loudly and express your thoughts, feelings, and ideas clearly.

See the Text Club Routine on pp. TR30–TR33.

SUGGESTED TEXTS The suggested texts listed below connect closely to the Enduring Understanding, *Readers understand that characters have similar experiences in different stories.* As you build your Text Club library, consider using the texts below.

To Market, To Market

by Anne Miranda
Literary Text
Lexile 350L

A Pocket for Corduroy

by Don Freeman
Literary Text
Lexile 540L

Abuela

by Arthur Dorros
Literary Text
Lexile 510L

The Listening Walk

by Paul Showers
Literary Text
Lexile 480L

Bunny Cakes

by Rosemary Wells
Literary Text
Lexile 550L

The Color of Us

by Karen Katz
Literary Text
Lexile 370L

LEVELED TEXT LIBRARY For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

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A Text Club provides a format in which 4-6 students are part of a temporary reading community with their peers. A Text Club allows students to read and discuss texts from different genres.

(A text club) “integrates reading, writing, student-led discussion groups, whole-class discussions, and instruction.”

Taffy Raphael, *The Reading Teacher*, 1994

Independent Reading Routine



COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3; RI.K.1, RI.K.2, RI.K.3; RF.K.4

Rationale

Independent Reading is having children read on their own. Most often, Independent Reading is done with self-selected texts at a child's independent reading level. In the early grades, Independent Reading gives children an opportunity to discover books and practice their understandings of print conventions. For beginning readers, Independent Reading provides practice in word recognition, decoding skills, vocabulary knowledge, fluency skills, and comprehension strategies. Children are able to practice these literacy skills with texts that they can access with great accuracy.

Including Independent Reading as a part of your daily classroom activities is essential. Read Aloud and Shared Reading opportunities pave the way for children to take full control during Independent Reading. Children hear models of proficient readers in Read Aloud and Shared Reading experiences. They transfer understandings from these experiences to use independently.

The Independent Reading Routine is an effective tool to use after children have experienced rich conversations about text in Read Aloud and Shared Reading experiences. The teacher's role during Independent Reading is to guide children in choosing appropriate texts, both literary and informational, and assess that children understand what they read on their own.

Implementing for Success

Use the following suggestions as you introduce and guide children as they become familiar with the Independent Reading Routine:

- Set a time frame for the Independent Reading. It should be a daily routine with at least 15 minutes of reading time devoted to children reading independently.

Independent Reading Routine

THE ROUTINE

- 1 Introduce the Independent Reading Routine to children. For example, *Now you get to read a book of your choice. To choose a book, first do a test. Open the book up to any page. Then try to read it. Can you read most of the words on the page? If so, then the book is likely "just right" for you to read. It is okay to have some hard words to work through, but you want to make sure that you can read most of the words.*
- 2 Have children find a comfortable place to read their books. Just as we like to read for pleasure in a comfortable place, children enjoy that too.
- 3 Provide children with a focus for the day's Independent Reading. For example, you might have children read a narrative and focus on details that describe the story's setting.
- 4 Check in with individual children as they read independently. Ask probing questions to assess whether they are reading and understanding appropriately leveled books. Independent Reading is the time for children to practice what they have learned in Read Aloud and Shared Reading experiences. It is not the time for children to become frustrated with challenges.
- 5 As you check in with children about their reading, ask open-ended questions that help you assess comprehension and give you insight into the reading strategies they use to overcome challenges they may face. Open-ended questions may include questions such as *What is the main idea of the text?* or *How did you figure out the meaning of this word?*
- 6 After Independent Reading time, have volunteers share how their reading connected to the focus you provided for that day. Have children reflect on their reading by drawing a picture of the main topic or writing a sentence that tells the most interesting thing they read. You might also have them write or explain the strategy that most helped them with their reading. Whatever the task, it is important for children to have time to reflect on their reading.

TR26 Unit 4 • Independent Reading Routine

g Routine TR27

The Independent Reading and Text Club Routines are only two of an array of routines, found in the Teacher Resource section in the back of each Teacher's Guide.

TR28 Unit 4 • Independent Reading Routine

"Students . . . apply their growing competence outside the company of their teacher by reading texts that match their independent reading ability. Over time, they engage in close reading of texts of their own choosing, as well as assigned texts that build their subject-area knowledge."

Timothy Shanahan, Douglas Fisher, and Nancy Frey,
"The Challenge of Challenging Text." *Educational Leadership*

Text Club Routine



COMMON CORE CONNECTIONS

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10; RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10; SL.K.1, SL.K.2, SL.K.3, SL.K.6

Rationale

Text Clubs provide a format in which 4–6 children become part of a temporary reading community with their peers. Text Clubs allow children to read and discuss texts from different genres. By reading and discussing multiple genres, children develop genre knowledge and begin to build genre preferences. As children participate in peer conversations centered around texts, they develop critical and creative thinking skills. Children learn personal responsibility as they prepare to meet with their Text Clubs. They must read the book ahead of time and plan how they will fulfill their group roles. They learn to reflect on their own learning development as well.

As you prepare to implement Text Clubs:

- Consider the reading abilities of children. For children who are still unable to read independently, choose texts they can listen to on audio recordings while they follow along. You could also invite volunteers or older students to read the Text Club books to children before their Text Club meetings.
- Model thoughtful responses about texts through read alouds and shared text discussions. Children are more likely to succeed with and enjoy Text Clubs if they have had experience with meaningful text discussions.

TR30 Unit 4 • Text Club Routine

Implementing for Success

Use the following suggestions as you introduce Text Clubs:

- Give children job description cards that define each role's responsibilities.
- Preview titles by providing an interesting question about the text or reading a few names aloud.

Text Club Routine



THE ROUTINE

- 1 Introduce children to Text Clubs. Here is an example: *For Text Club, you will each read the text on your own or you might listen to it. Then, your Text Club will share your thoughts with each other. For example, you might talk about a character or an interesting fact that you learned. Each of you will have a job that will help your Text Club discussions be successful.*
- 2 Introduce and model Text Club roles. Initially, children will need time to practice each role. Sample roles include:
 - Discussion Leader:** leads the group discussion and keeps everyone on task
 - Word Wizard:** finds new, interesting, or challenging vocabulary words
 - Connector:** looks for connections between the Text Club text and other texts
 - Summarizer:** shares a short summary of the book being discussed
 - Art Director:** creates a drawing or diagram connected to the reading
- 3 Preview 3–5 texts that children may choose to read for Text Clubs. Include a variety of text levels so that all reading abilities are covered. Then give children time to preview the texts on their own and sign up for the texts they want to read. This sign-up system forms the Text Clubs. Each group member should have a copy of the text.
- 4 Children read the text and prepare for the Text Club meeting. Depending on their roles, they may have additional work to do ahead of time. For example, the Word Wizard will want to flag interesting words to discuss at the meeting.
- 5 Children meet to discuss the text. They might meet only one time to discuss a text depending on text complexity and length. Rotate among Text Club discussions. Prompt for rich conversations with questions, such as *What was the most interesting fact you learned?* or *Which character reminded you of someone you know?*
- 6 After Text Club discussions, have groups share the texts with the entire class.
- 7 Debrief with each Text Club to assess children's comprehension and group interactions. Ask children to rate their discussions with a "thumbs up" or "thumbs down" and explain their reasons.

TR32 Unit 4 • Text Club Routine

o Routine TR31

"In small groups, we are smarter. In well-structured groups, we leverage each other's thinking. We learn more not just because we all bring different pieces of the puzzle, but because through talk, we can actually make new and better meaning together."

Stephanie Harvey and Harvey "Smokey" Daniels

Suggested activities engage students in meaningful tasks while the teacher provides scaffolded instruction to other students. Teachers may also choose to use their own center ideas.

Small Group Center Ideas

During Small Group instruction in *ReadyGEN*, children can use independent center activities while you work with individuals or groups. Ideas for some specific activities have been included here that can help children focus on both instruction and concepts.

Reading Center

ENDURING UNDERSTANDING FOCUS

Readers understand that characters have similar experiences in different stories.

CENTER TASKS

- Have children retell the experiences of a character from an independent reading book.
- Have children choose characters from two independent reading books. Tell them to use a T-chart to list and compare the experiences of the characters.
- Have children share familiar stories they have read and the experiences of the characters in those stories.
- Have children draw a picture of two characters from stories they have read and dictate or write to tell how their experiences are similar.

Writing Center

ENDURING UNDERSTANDING FOCUS

Writers understand that narratives are based on real or imaginary experiences.

CENTER TASKS

- Have children dictate or write to retell the events of an independent reading story. Then have them tell whether the experiences in the story are real or imaginary.
- Have children brainstorm imaginary experiences they can write about. Have them choose one imaginary experience and dictate or write to narrate a story about the experience.
- Have children think of experiences they have had in their own life. Have them choose one idea to dictate or write about. Tell children that their story should include real details about what happened and their reaction to the event or events.

“The strategies that are part of learning to write—such as peer editing and author’s chair—also help kids learn to read. Because when I do a peer editing, I’m asking questions like, ‘Okay, what was it you really wanted to say?’; and now, ‘How well did you say it?’; and then, ‘How could I help you say it better?’ And these are exactly the kinds of questions we are trying to promote in critical reading: getting to the author, trying to understand the author’s intentions and motives.”

David Pearson, *The Voice*, 2002

Learning About Each Other and the World

Word Work Center

ENDURING UNDERSTANDING FOCUS

Writers understand that narratives are based on real or imaginary experiences.

CENTER TASKS

- Have children create a list of time and sequence words from books they have read. Have them add other time and sequence words they know to the list.
- Have children think of something they have not done that they would like to do, for example, flying in an airplane. Have them write a short story about the imaginary experience, using time and sequence words to tell about when the events happen.
- Have children dictate or write to tell about a real experience they have had, for example, going to the zoo. Remind them to use time and sequence words to tell about when the events happened.

Research and Technology Center

ENDURING UNDERSTANDING FOCUS

Learners will explore content to understand that families and communities from different cultures share characteristics and experiences.

CONTENT CONNECTION

People from different cultures all share common characteristics.

CENTER TASKS

- Have children think of facts about their family's culture. Ask them to dictate or write a list of facts about their culture in a word processing document.
- Have children choose one culture in your community and research facts about that culture. Ask them to take notes in a word processing document. Then have them tell what characteristics the culture shares with their family's culture.
- Have children research the different cultures present in your community. Have them create a poster to present their research. Then have them explain the characteristics and experiences that the different cultures share.

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“The use of oral composition is good preparation for more formal written work. When students have a chance to make meaning by talking with a peer, they are more likely to have fodder for writing tasks. Group conversations can be useful for sharing information read individually by members of the group. In addition, the opportunity to retell reinforces the use of new vocabulary and concepts.”

Douglas Fisher and Nancy Frey, *Word Wise and Content Rich*, 2008

The first read of the text is a quick read for basic understanding.

The *Scaffolded Strategies Handbook* addresses the needs of struggling readers, English language learners, and accelerated learners. The Handbook provides a companion lesson for each anchor and supporting text selection to help students unlock the text. Teachers may choose to use activities in the *Scaffolded Strategies Handbook* to provide alternative or additional support.

LESSON

1

LESSON 1 OBJECTIVE

Identify characters, setting, and major events in a story.



READING OBJECTIVES

Ask and answer questions about key details in a text.



Engage in group reading activities.



See Text Complexity Rubrics on pp. TR70–TR73.



Read Anchor Text

Build Understanding

INTRODUCE Have children focus on the following Enduring Understanding as you read *I Love Saturdays y domingos* and work through the lesson: *Learners understand that families and communities from different cultures share characteristics and experiences.*

LESSON 1 FIRST READ Explore the Text

ENGAGE CHILDREN Introduce the book *I Love Saturdays y domingos* to children. Point to the title and read it aloud. Then read aloud the author's name and the illustrator's name. Ask children to tell what an author does and what an illustrator does. Then have them share their ideas about the people on the front cover. Remind children of the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling readers and English language learners.

READ ALOUD Read *I Love Saturdays y domingos* to children using the **Read Aloud Routine** on pp. TR18–TR21. Have them look at the illustrations as you read. In this reading, children should focus on understanding who the story is about and what is happening. Discuss the questions below with children.

- Who does the girl visit on Saturdays?
- Who does the girl visit on Sundays?
- What questions do you have?

Have children use p. 181 of the *Reader's and Writer's Journal* to record their responses to one of the questions above. Use children's responses to monitor progress.

See Routines on pp. TR6–TR53.

The *Reader's and Writer's Journal* provides students with additional opportunities for practice and application in reading and writing response, vocabulary and conventions, and reading and language analysis.

LESSON 1
SECOND READ

Close Reading

CITE TEXT EVIDENCE During guided close reading, have children focus on the two different cultures the main character experiences. Use the following questions to lead the discussion.

- The girl in the story says that Saturdays and Sundays are special days. Why does she say that? (Saturdays and Sundays are when she spends time with her grandparents.) **Key Ideas and Details**
- **BY-THE-WAY WORDS** Listen to this sentence: “I call Sundays *domingos*, and you’ll soon see why.” *Domingos* is the Spanish word for Sundays. Why is this word important to the story? (Possible responses: The title of the book has the word *domingos* in it. It shows part of her culture.)
- Display pp. 30–31. Look at the illustrations. What do the illustrations show you about the characters and events in the story? (Possible responses: All of these people love the little girl because they came to her birthday party. Both sets of her grandparents are together having fun. The party is a fun time.) **Integration of Knowledge and Ideas**
- **BY-THE-WAY WORDS** Display p. 29. Look at the illustration. What is *Abuelito* doing? (He is holding a string that is connected to a round thing.) Read aloud the two sentences on p. 28 that tell about the *piñata*. What is a *piñata*? (A *piñata* is something that holds candy and gifts. It is attached to a string and people try to break it open.)
- Culture is the way people live. How does this story show how the families from different cultures share characteristics? (The little girl does similar things each day, but in different ways that show her grandparents’ cultures.) **Integration of Knowledge and Ideas**

WHOLE GROUP

During the second read of the text, students use information from the text to respond to questions that require higher order thinking skills.

By-the-Way Words should be defined quickly during reading to enhance fluent reading and aid in comprehension.

Scaffolded
Instruction

ENGLISH LANGUAGE LEARNERS

VOCABULARY Help children understand the phrase “you’ll soon see why.” Explain that the little girl is telling the story. She is telling us, the readers, that we will understand why she calls Sundays *domingos* once we keep reading.

STRATEGIC SUPPORT

CONTENT Children may struggle to understand the story because of the Spanish words. Explain that the words in English correspond to the words in Spanish. Once they understand what is happening on Saturdays, it can help them understand what is happening on Sundays.

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“What makes scaffolding so effective is that it enables a teacher to keep a task whole, while students learn to understand and manage the parts, and presents the learner with just the right challenge. Scaffolding integrates multiple aspects of a task into manageable chunks and permits students to see how they interrelate. In so doing, it helps students to cope with the complexity of tasks in an authentic manner. ”

Kathleen F. Clark and Michael F. Graves, *Scaffolding students’ comprehension of text*,
International Reading Association, 2004

The lesson continues with instruction focused on Benchmark Vocabulary and Text-Based Conversation. By engaging in Team Talk or a discussion about the text, students deepen their conceptual understanding before demonstrating skill in analytical text-based writing.

READING OBJECTIVES

Ask and answer questions about unknown words in a text. RLK.4

Use words acquired from texts. L.K.6

BENCHMARK VOCABULARY

• nibbling, p. 17



Focused Reading Instruction

Benchmark Vocabulary

INTRODUCE Find and read aloud the sentences from *I Love Saturdays y domingos* with the word *nibbling*.

TEACH Using the **Benchmark Vocabulary Routine for Literary Text** on pp. TR40–TR45, teach the meaning of *nibbling*. Then use the information on pp. 2–5 as a guide to expand children's vocabulary through discussion of the words that are connected to *nibbling*.

MONITOR PROGRESS Have children show contextual understanding of the Benchmark Vocabulary by drawing the word on p. 183 in their *Reader's and Writer's Journal*. Use responses to monitor children's vocabulary development.

Text-Based Conversation

COLLABORATE As a class, go back to the text and illustrations to describe the different cultures the girl experiences in *I Love Saturdays y domingos*. Create a T-Chart on the board and label one column *Saturdays* and the other column *Sundays*. Use the **Whole Class Discussion Routine** on pp. TR10–TR13 and have children use the words and illustrations to identify details about each day's experiences. Write their responses in the appropriate columns.

You may wish to model how to use text evidence in a discussion using a think aloud, such as the following: *On Saturdays, the girl eats pancakes, but on Sundays, she eats huevos rancheros. Both of these are breakfast foods, but they are from different cultures.*

After the class has finished discussing the text, have them use the completed chart to compare and contrast the experiences.

Team Talk

STATE AND SUPPORT AN OPINION Use the **Think-Pair-Share Routine** on pp. TR6–TR9. *Do you think the little girl likes one day more than the other?* (Possible response: No, because she likes the different things she does on each day.)

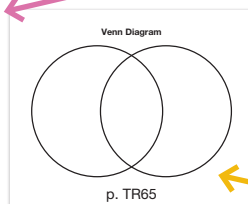
“Writers often talk in order to rehearse the language and content that will go into what they write, and conversation often provides an impetus or occasion for writing. They sometimes confer with teachers and other writers about what to do next, how to improve their drafts, or in order to clarify their ideas and purposes.”

Reading Analysis

COMPARE AND CONTRAST Remind children that characters are the people or animals in a story. The story tells about the adventures and experiences that the characters have. After you read a story, you can sometimes tell how the characters' adventures and experiences in the story are alike and different.

CITE TEXT EVIDENCE Display a Venn Diagram graphic organizer with *Saturdays* above the left circle, *Sundays* above the right circle, and *Both* above the section that overlaps. Explain to children that they can use the Venn Diagram to compare (tell how things are alike) and contrast (tell how things are different). Use the following questions to help them identify details in the text and illustrations about the little girl's experiences.

- What does the girl do on Saturdays?
- What does the girl do on Sundays?
- How are the activities alike? How are they different?



WHOLE GROUP

Students cite text evidence to help build their knowledge of the concept.

Graphic organizers help students organize their thinking and aid their comprehension. See the Teacher Resources section in the back of the *ReadyGEN Teacher's Guide* for a variety of reproducible graphic organizers.

Independent Reading Practice

READING ANALYSIS: COMPARE AND CONTRAST Have children use the completed Venn Diagram to talk about how the little girl's experiences on Saturdays and Sundays are alike and different.

WRITING IN RESPONSE TO READING Have children turn to p. 187 in their *Reader's and Writer's Journal* and dictate or write a sentence that tells one way the girl's Saturday and Sunday experiences are similar or different.



ACCOUNTABLE INDEPENDENT READING As children read texts independently, remind them to compare and contrast a character's experiences. Use the **Independent Reading Routine** on pp. TR26–TR29.

INDEPENDENT

Reading Wrap-Up

SHARE WRITTEN RESPONSES Take a few minutes to wrap up today's reading with children. Have volunteers share their Writing in Response to Reading. Use the **Reading Wrap-Up Routine** on pp. TR46–TR49.

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Independent Reading Practice offers students an opportunity to extend and apply what they have learned from anchor and supporting texts in their whole-group Focused Reading Instruction.

“The gradual release of responsibility model of instruction suggests that cognitive work should shift slowly and intentionally from teacher modeling, to joint responsibility between teachers and students, to independent practice and application by the learner.”

P. David Pearson and Margaret Gallagher

The Common Core Standards require that all students interface with complex texts and tasks. **ReadyGEN** small-group instruction encourages students to revisit the complex texts they first encountered in whole group. With appropriate strategic supports and extensions, students more deeply access these texts within their groups. Strategic Support instruction aids struggling readers.

READING OBJECTIVES

Compare and contrast a character's experiences. **RL.K.9**

Ask and answer questions about key details in a text. **RI.K.1**



Scaffolded Instruction for Small Group

Strategic Support

MONITOR PROGRESS

If . . . children struggle to compare and contrast the girl's experiences,
then . . . use the Reading Analysis support below to help them complete the Venn Diagram.

If . . . children need extra support to understand the story,
then . . . use the Close Reading support below.

READING ANALYSIS

Model how to use pp. 8–9 from *I Love Saturdays y domingos* to fill in the Venn Diagram about the girl's experiences. For example, explain that the girl eats breakfast on each day and that Grandma or Abuelita makes it. But each meal is different. Write *pancakes* in the *Saturdays* section, *eats breakfast* in the section that overlaps, and *huevos rancheros* in the *Sundays* section. Continue with other pages. Then help children use the information in the Venn Diagram to discuss how the days are alike and different.

CLOSE READING

REVISIT / *I Love Saturdays y domingos* Read p. 28 aloud and then discuss the following questions with the group. Have children use evidence from the words and picture to support their answers.

- **What details can you find about the little girl's birthday party?**
(Possible responses: There is a *piñata*. Her cousins and friends are at the party.)
- **Do you think the little girl is having fun at her birthday party?**
Use details from the words and picture to support your opinion.
(Possible response: Yes, because everyone is there to celebrate with her. She loves her family.)
- **Think of one question about this part of the story to ask a partner. Remember you can use the words and pictures in the story to help find the answer.**

While you are working with small groups, other children can work on

- independent reading, pp. 8–9 and TR26–TR29.
- Text Clubs, pp. 8–9 and TR30–TR33.
- activities from Small Group Center Ideas, pp. 10–11.

“The *how* of reading instruction includes many considerations, including...grouping. Grouping for reading is a fundamental issue in education, and is one of the few alterable features of education that can powerfully influence positively or negatively the levels of individual student engagement and hence academic progress.”

Sharon Vaughn

Extensions

MONITOR PROGRESS

If . . . children can compare and contrast the girl's experiences, then . . . use the Reading Analysis extension below to have children use a Venn Diagram to compare and contrast the girl's experiences in the entire book.

READING ANALYSIS

Give each child a Venn Diagram with *Saturdays* above the left circle, *Sundays* above the right circle, and *Both* above the section that overlaps. Read the labels aloud. Ask children to draw, dictate, or write details about the two days. Remind children that the details that Saturdays and Sundays have in common (for example, the girl plays with a pet on each day) go in the section where the circles overlap. Details only about Saturday (for example, plays with a cat) go in the left circle, and details only about Sundays (for example, plays with a dog) go in the right circle. If necessary, tell children to look for details that answer the following questions.

- **What does the girl eat on each day?** (pancakes on Saturdays; *huevos rancheros* on Sundays)
- **Where does the girl go on each day?** (Possible response: the yard on Saturdays; the seashore on Sundays)
- **What does she count on Saturday? On Sunday?** (owl collection on Saturdays; hatched chicks on Sundays)
- **What kinds of stories does she hear on each day?** (stories about each grandparent's childhood)

PHONICS For systematic and explicit instruction in phonics, use the *Grade K Phonics Teacher's Guide*, pp. 88–91.

LEVELED TEXT LIBRARY For additional practice with leveled texts at children's independent reading levels, see the *ReadyGEN™* Leveled Text Library.

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Extensions instruction targets both on-level and accelerated readers to help them deepen and expand their understanding of complex text.


Taylor and her colleagues (Taylor, Pearson, Walpole, and Clark, 2000) studied low-income schools that “beat the odds” predicted by their demographics. They found that one of the characteristics that distinguished these schools from their low-performing counterparts is that teachers in the beat-the-odds schools allocated a much larger chunk of the reading period to small-group instruction.

At the heart of **ReadyGEN** is reciprocity between reading and writing to promote student thinking and understanding through citation of text-based evidence. Even in first grade, students begin to analyze and synthesize sources, write to the sources, and defend claims through textual evidence.

The *Scaffolded Strategies Handbook* offers additional support specific to the three modes of writing articulated in the Common Core Standards.

WRITING OBJECTIVES

Narrate about a character's experiences. 

Write letters for sounds to spell simple words.  LK.2.6, LK.2.8

Writing

Narrative Writing

COMPARE AND CONTRAST

TEACH Explain to children that when writing a story, writers tell details about the characters, setting, and events. Remind children that characters are the people or animals in a story, the setting is the time and place of the story, and the events are what happens in the story.

Sometimes readers can compare and contrast a character's experiences and adventures with their own experiences. When readers compare, they tell how the experiences are alike, or the same. When readers contrast, they tell how the experiences are different, or not the same.

Writers write about characters' experiences and adventures to help readers relate to the characters and events in a story.

- What does the character experience?
- How is her experience similar to something you have experienced?
- How is her experience different from something you have experienced?

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

ANALYZE THE MODEL Through the discussion, help children see how the writer gives details that can be used to compare and contrast. Read aloud the following sentences from pp. 18–19 and demonstrate how to compare and contrast the events. Point out how both sentences use color words to tell about the balloons and the kite:

The balloons look like a **big bouquet of flowers**: yellow, red, orange, blue, and green.

The writer compares the balloons to a bouquet of flowers.

The kite is made of colored paper and looks like a **giant butterfly**: amarillo, rojo, anaranjado, azul, y verde.

The writer compares the kite to a giant butterfly.

Explain to children that writers often use details to tell more about a character's experiences. This experience is about the two surprises that the girl received. Tell children that when they write about a story, they can think about how their own experiences compare and contrast with a character's experiences. For example, they might compare the girl's surprise to a surprise they have experienced.

CONVENTIONS Spelling

TEACH AND MODEL Remind children that when they spell a word, they should listen to the sounds in the word and write the letter for each sound they hear. Say the word *tub*. Have children repeat the word after you. Then segment the sounds in the word as you write *t*, *u*, *b* on the board. Point to each letter as you spell the word aloud. Have children copy the word on the first line on p. 185 of their *Reader's and Writer's Journal*.

APPLY Have children listen as you say the word *fun*. Then segment the sounds as you say the word again. Have children write the letter for each sound they hear on the second line in their *Reader's and Writer's Journal*. Repeat the process with the word *rub*.

PRACTICE For independent practice, have children write their own sentences using the words *tub*, *fun*, and *rub* on a separate sheet of paper.



WHOLE GROUP


ReadyGEN teaches grammar as a set of tools to help writers communicate more effectively with readers. As students learn grammatical elements, they apply them in their writing.


“We don’t believe that writers are born. Instead, we believe that writers are created. They’re created when teachers nurture their development and provide focused instruction and feedback. In writing instruction we’ve found that a systematic approach, rather than a rigid, lock-step approach, increases students’ performance in writing (and by extension, reading).”

Douglas Fisher and Nancy Frey, *Scaffolding Writing Instruction: Teaching With a Gradual Release Framework*, 2007

The Prepare to Write section offers teachers support in teaching the lesson-writing element or form, preparing students to complete the Independent Writing Practice on the following page.

WRITING OBJECTIVES

Participate in a shared narrative writing task.  WK.7

Dictate or write to narrate an experience or event and provide a reaction to what happened.  WK.3

Narrative Writing

PREPARE TO WRITE

TEACH AND MODEL Explain to children that sometimes they will be asked to write about a character's experiences and then compare and contrast their own experiences with the character's experiences. This is a way to make connections and respond to a text. Show children what they can do when they are asked to narrate about a personal experience and then compare and contrast it with a character's experience.

CHOOSE AN EXPERIENCE Explain to children that sometimes a writing prompt will tell them exactly what they are supposed to write about. For example, they might be asked to write to narrate about their own experience eating breakfast on Saturday or Sunday mornings. Other times the writing prompt may tell them to choose an experience from the story and write to compare or contrast their own experience with the character's.

LOOK FOR SIMILARITIES Once children have chosen the experience they will narrate, they need to brainstorm details about how their experience is similar to and different from a character's experience. Suggest that they begin with similarities, or ways the experiences are alike. For example, if they wrote about how they like to eat waffles for breakfast, they might say, "We both have someone else make breakfast for us."

LOOK FOR DIFFERENCES Next, explain that children need to brainstorm differences, or ways the details about the experiences are different, or not alike. For example, they might say, "I like to eat waffles and applesauce. The girl in the story likes to eat pancakes and *huevos rancheros*." Children could also say, "My dad makes my breakfast. The girl's grandmas make her breakfast."

Choose at least two similarities and two differences that children offer and model writing them as complete sentences. Read the sentences aloud. Discuss with children how these sentences show how they can write to narrate about their own experiences and relate their experiences to a character's experiences.

Independent Writing Practice

APPLY Have children choose something they do or experience on Saturday or Sunday.

LOOK FOR SIMILARITIES Tell children to think about how their experience on Saturday or Sunday is similar to one of the girl's experiences in *I Love Saturdays y domingos*.

LOOK FOR DIFFERENCES Tell children to think about how their experience on Saturday or Sunday is different from the girl's experience in *I Love Saturdays y domingos*.

WRITE Have children dictate or write to narrate about their experience on Saturday or Sunday. Then have them dictate or write to compare and contrast their experience with the girl's experience in *I Love Saturdays y domingos*.


USE TECHNOLOGY If available, have children use computers or electronic tablets to draft their writing. If they have access to a printer, have them print out their writing.

INDEPENDENT

WHOLE GROUP

Independent Writing Practice activities prepare students for the module-level Performance-Based Assessment. Teachers can use performance on these activities to inform and adjust instruction for students as necessary.

Writing Wrap-Up

 Take a few minutes to wrap up today's writing with children. Have volunteers share their writing with the class. Use the **Writing Wrap-Up**

Routine on pp. TR50–TR53.

Scaffolded Instruction

ENGLISH LANGUAGE LEARNERS

COMPARE AND CONTRAST Children may need more practice comparing and contrasting before writing. Help them associate the word *compare* with *alike* and *contrast* with *different*. Display pictures of two animals and have children share ways the animals are alike and different. Reinforce the idea of *compare* and *contrast*. It may be necessary to prompt children with questions, such as *What color are the animals? How many legs do they have?*

STRATEGIC SUPPORT

SPELLING If children have difficulty with spelling, show them how to use a children's dictionary to check spelling. Remind children to first say the sounds in the word they are trying to spell. Then they should write the letter for each sound they hear.

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Scaffolded Instruction

Look here first for opportunities to open access for special populations: English language learners, struggling readers, or accelerated learners.

Performance-Based Assessments emphasize integration of reading, writing, and speaking and listening as students draw from the text sets to demonstrate their knowledge of core understandings.



OBJECTIVES

Use a combination of drawing, dictating, and writing to retell events in order.



Provide a character's reaction to the event or linked events.



Use complete sentences.



Performance-Based Assessment

TASK

RETELL AND EXTEND

The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y domingos* that reflects the unique cultural background of the girl's grandparents. Children will imagine what happens next in the family experience.

Through drawing, dictating, and writing, children will

- narrate the event or linked events.
- tell about the events in the order that they happened.
- include some details regarding what happened.
- provide a reaction to what happened.
- include what might happen next.
- use complete sentences.

Children will share their retellings with a partner, comparing and contrasting their retellings and extensions to each other's.

Then children share their retellings in a class book or online display.

See p. 146 for reproducible page for distribution to children.

TEACHER NOTE You may wish to administer this assessment over multiple lessons.

Task Preparation

INTRODUCE Discuss the Essential Questions: *How do readers use text and illustrations to compare and contrast characters' experiences? What words do writers use when they are comparing and contrasting?*

REVISIT THE TEXT Remind children that in *I Love Saturdays y domingos*, the narrator tells about her experiences with Grandpa and Grandma on Saturdays and with *Abuelito* and *Abuelita* on Sundays.

On Saturdays, I go visit Grandpa and Grandma.
Grandpa and Grandma are my father's parents.
They are always happy to see me.
I say, "Hi, Grandpa! Hi, Grandma!" as I walk in.
And they say, "Hello, sweetheart! How are you? Hello, darling!"

I spend *los domingos* with *Abuelito y Abuelita*.
Abuelito y Abuelita are my mother's parents.
They are always happy to see me.
I say: —¡Hola, Abuelito! ¡Hola, Abuelita!— as I get out of the car.
And they say: —¡Hola, hijita! ¿Cómo estás? ¡Hola, mi corazón!

I Love Saturdays y domingos, pp. 6–7



Point out how the girl experiences different cultures on the two days. On Saturdays she experiences one culture with Grandpa and Grandma. On Sundays (*domingos*) she experiences a different culture with *Abuelito* and *Abuelita*. Tell children that when they write to retell events in a story, they can narrate the events in the order they happened, include details about the events, and provide a character's reaction to the events.

Explain to children that they will be asked to write to tell what they think will happen next in the family's experience. Tell children that this part of their writing will not come directly from the story. They will get to use what they have read and their imaginations to decide what might happen next.

“Performance assessments are common in high-achieving countries, which have long relied on open-ended items and tasks that require students to analyze, apply knowledge, and write extensively...These assessments emphasize students' ability to frame and conduct inquiries, develop products, represent their learning orally and in writing, and reflect on quality, with the goal of self-evaluation and ongoing improvement of their work.”

Linda Darling-Hammond and Frank Adamson, *Beyond Basic Skills: The Role of Performance Assessment in Achieving 21st Century Standards of Learning*

Set-Up

ORGANIZATION

Display a story sequence chart on the board. Discuss with children how they can use the chart to organize the event they are going to retell. Provide children with their own story sequence chart. Tell them they can draw or write their ideas on the chart.

MATERIALS

- copies of story sequence chart
- paper
- pencils
- crayons or markers
- text: *I Love Saturdays y domingos*

BEST PRACTICES

- Help children understand the purpose and audience for the writing task.
- Remind children that culture is the way people live. There are different cultures in our country and around the world.
- Remind children that a writer can show how a character reacts by telling what the character says or does or how the character feels.
- Encourage children to use sequence words to retell the events in order.

“If we acknowledge that ‘assessment must serve students’ (Farr, 1991, p. 95), then we must also begin to actively involve children in the assessment processes that typically occur in classrooms. Working with students to determine their self-perceived strengths and needs engages students in the assessment process while offering teachers new insights on children’s thinking and growth.”

Patricia A. Edwards, Jennifer D. Turner and Kouider Mokhtari, *Balancing the Assessment of Learning and for Learning in Support of Student Literacy Achievement*, The Reading Teacher, 2008

Scaffolded Support

In order for all children to access the assessment, additional supports can be provided as necessary.

CHECKLIST Read aloud a checklist that details expectations for this task. It can give points to each section so children are clear about what is going to be assessed.

WRITING TASKS Writing tasks can be previewed and broken down into smaller steps for clarity.

GRAPHIC ORGANIZERS Children can use graphic organizers to take notes and to organize their thinking about the sequence of events and how the events are connected.

Story Sequence A

Title _____

Beginning

↓

Middle

↓

End

p. TR59

T-Chart

--	--

p. TR61

Use the *Scaffolded Strategies Handbook* to provide additional support for struggling writers.

Consistent with the **ReadyGEN** approach to instruction, scaffolding is an integral part of the performance assessment process. Teachers should review the scaffolded support tools and match the tools to their students' needs.

Performance-Based Assessment
Grade K • Unit 4 • Module A

TASK

Retell and Extend

The Task is a reproducible page that describes the activity in student-friendly language. The rubric is also reproducible and can be used to track student growth as well as to identify areas in which students need additional support. Performance-Based Assessment pages offer guidance to students for presenting their completed work and provide suggestions to ensure their success moving forward.

Think of the different cultures and experiences in *I Love Saturdays y domingos*. Choose one example of a family experience that shows the culture of the girl's grandparents. Tell about the event in order. Explain the character's reaction to the event. Tell about what might happen next in the family's experience.

Remember to

- narrate the events.
- tell the events in order.
- include details about the events.
- tell the narrator's reaction.
- tell about what might happen next.
- use complete sentences.

Share your retelling with a partner. Discuss how your retellings are alike and different. Then share your retelling in a class book or online display.

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- If available, have children print out a clean copy of their retelling.
- If children choose to share their retelling, print out their retelling and display it together in a class book or online display.
- If possible, children can share their retelling with a partner.

Narrative Writing Rubric

Score	Focus	Organization	Development	Language and Vocabulary	Conventions
4	Successfully narrates an event or linked events, a reaction, and extension.	Skillfully retells the events in order.	Provides clear, sufficient details about story events.	Events and reactions are clearly described using vivid, precise words.	Uses all features of a complete sentence correctly when writing.
3	Somewhat narrates an event or linked events, a reaction, and extension.	Retells the events in order.	Provides some details about story events.	Events and reactions are adequately described using some vivid, precise words.	Uses some features of a complete sentence when writing.
2	Attempts to narrates an event or linked events, a reaction, and extension.	Retells the events but not in order.	Provides few details about story events.	Events and reactions are unevenly described using few vivid, precise words.	Uses few features of a complete sentence when writing.
1	Does not narrates an event or linked events, a reaction, or an extension.	Retells the events but not in order and not accurately.	Lacks details about story events.	Events and reactions are described in a vague, unclear, or confusing manner with no vivid, precise words.	Uses no complete sentences when writing.
0	Possible characteristics that would warrant a 0: • no response is given • child does not demonstrate adequate command of narrative writing traits • response is unintelligible, illegible, or off topic				

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ond

received a 0, 1, or 2 on the rubric, use them with specific elements of the t. Graphic organizers and other means success as they complete other is throughout the school year.

to retell events in order, children. Provide them with t during their weekly writing

a character's reaction to an event, cter's reaction includes how the ys, and what the character does. ghout the module, encourage them

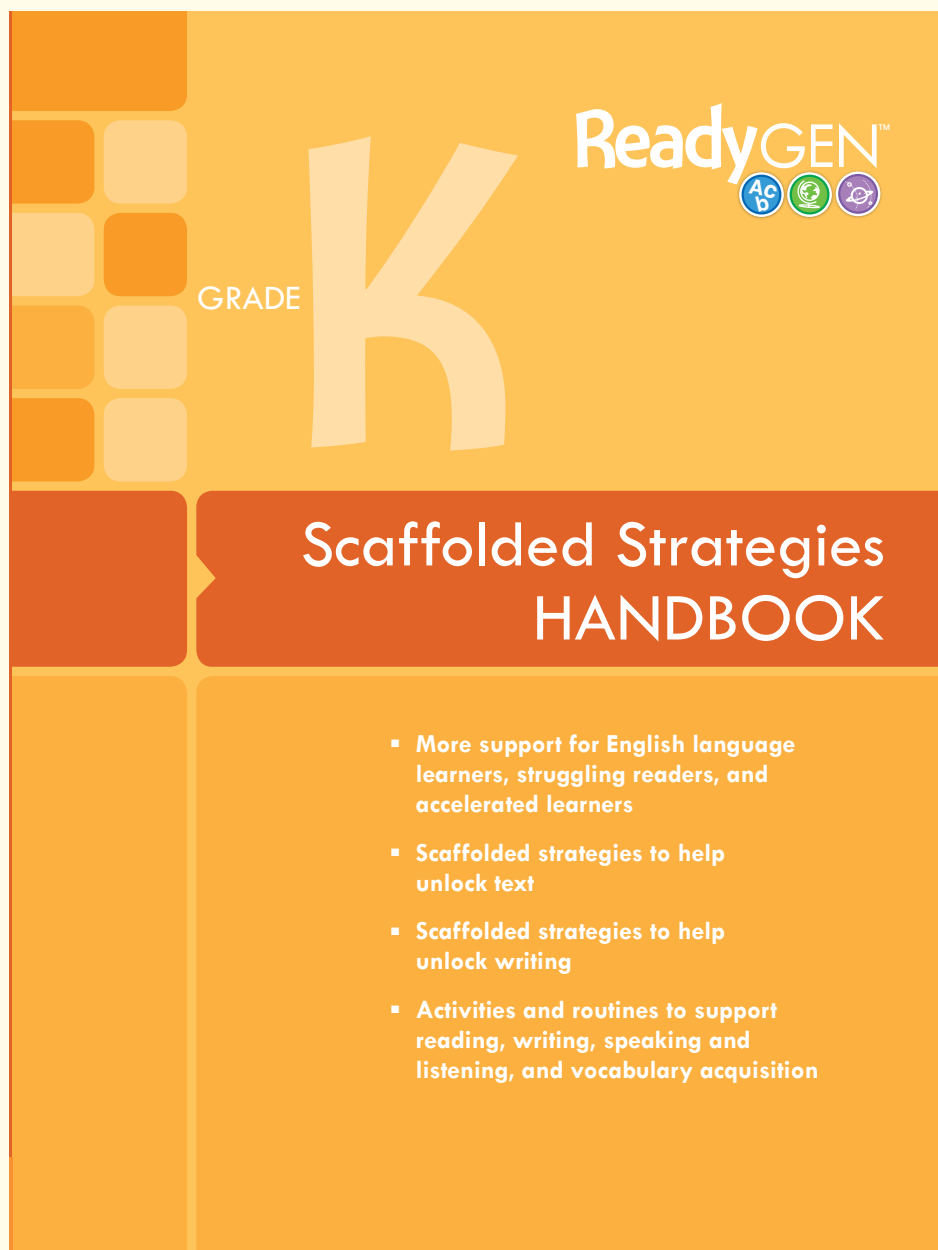
nparing and contrasting events in a

asting (alike and different). Provide hic organizers to compare and

children use computers or electronic tablets to create retelling.

share their retelling in a class book, have them g. Gather children's retellings and bind them book.

ould post their retelling in an online display.



“Writing is a world changer. This is the most interesting, amazing opportunity to positively change the teaching of writing ever. Seize these days and make the most of them. Write with your students. Expose them to extraordinary writers whose writing will floor them. There is more great writing in the world that is more accessible to our students than ever before. From all over the world. It is the best time ever to teach writing, and the best time ever to learn how to write well.”

Pam Allyn, Pearson Research & Innovation Network,
“Top 10: Teaching Writing in the Common Core Era”

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The *Scaffolded Strategies Handbook* is divided into three parts: **Unlock the Text**, **Unlock the Writing**, and **Routines and Activities**. The Unlock the Text section provides a lesson for every anchor text and supporting text selection. The Unlock the Writing section provides a scaffolded writing lesson for each of the three modes of writing outlined by the Common Core Standards as well as lessons that guide students through the tasks necessary to successfully complete each Performance-Based Assessment. The Routines and Activities section is a teacher's toolbox of activities to support English language learners and struggling readers and writers.

Unlock the Text



QUALITATIVE MEASURES

Levels of Meaning	different cultures; implicit meaning that multiple cultures can come together; importance of family
Structure	first-person narrative; predictable, parallel text; multiple methods of telling about events
Language Conventionality and Clarity	use of both English and Spanish languages; some unfamiliar Spanish words defined in context and through illustrations
Knowledge Demands	relationships with grandparents; being bilingual; English, Spanish, and Native American cultures

Each lesson in the Scaffolded Strategies Handbook is divided into three parts: Prepare to Read, Interact with Text, and Express and Extend. Each of the three lesson parts addresses levels of meaning, structure, language conventionality and clarity, and knowledge demands. These four qualitative measures of text complexity provide keys for students to unlock the intricacies of a text and access deeper meanings.

Prepare to Read

LEVELS OF MEANING

I Love Saturdays y domingos is a first-person narrative told by a young girl. The story describes the parallel events that take place on Saturdays with her paternal grandparents and on Sundays, or *domingos* (the Spanish word for *Sundays*), with her maternal grandparents. The story explores life in a multicultural family and how people across cultures share similarities, such as how they love and celebrate their families.

STRUCTURE

PREVIEW Preview the text structure with students, pointing out similarities and differences between the left side and the right side of facing pages. Explain that *I Love Saturdays y domingos* tells about a girl's weekend adventures with her grandparents. Explain that on the left side of the page they will read about Saturdays and on the right side about domingos.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

Write *Saturday/Saturdays* and *Sunday/Sundays* on the board. Point to and pronounce each word. Explain that sometimes when -s is added to a word to form the plural, it sounds like /z/. Share other examples of plural words with the -s ending that sounds like /z/, such as *days*, *eggs*, *owls*, *balloons*.

84 Kindergarten • Unit 4 • Module A

STRUGGLING READERS

If students have difficulty thinking of activities they enjoy doing with their grandparents or other family members, remind them to use the illustrations in the book as a guide. Lead students on a picture walk to help spark ideas for their responses.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

Display facing pages that contain common elements, such as the pages that tell about the circus movie and the trip to the real circus. Have students point to two things that are alike on the pages, such as the mother elephant and the baby elephant. For each pair, say the English and Spanish name of the object for students to repeat.

86 Kindergarten • Unit 4 • Module A

STRUGGLING READERS

Help students follow the back-and-forth structure of the story by writing *Saturday* and *domingo* on the board. Place an arrow pointing to the day you are reading about. Switch the arrow when the day in the story switches.

The events on Saturdays and *domingos* are very similar. One text difference is the author's use of Spanish words set in italics on the pages about domingos with *Abuelito* and *Abuelita*.

LANGUAGE CONVENTIONALITY AND CLARITY

PREVIEW VOCABULARY Use the Learn New Words Routine in Part 3 to assess what students know about the following words: *serves*, *spongy*, *collection*, *hatched*, *aquarium*, *pressed*, *pier*, *nibbling*, *bouquet*, *soars*, *delivered*, *traditional*, *serenade*.

DOMAIN-SPECIFIC VOCABULARY Use the Vocabulary Activities and Games in Part 3 to assist students in better understanding domain-specific vocabulary, such as: *Saturday*, *Sunday*, *domingo*, *grandma*, *grandpa*, *abuelita*, *abuelito*, *piñata*.

KNOWLEDGE DEMANDS

ACTIVATE BACKGROUND KNOWLEDGE Discuss with students the concept of spending time with grandparents and other family members, and have students share activities they enjoy doing with their grandparents or other family members. Make a list of their responses. Ask: *What are some special activities that you like to do with your grandparents or other family members? Do you have a favorite place to visit with your grandpa or grandma? Do you have special days that you get to spend with your grandparents? What other family members do you spend time with?*

Before students get started, model describing your relationship with your grandparents. Say: *When I was younger, I would spend weekends at my grandparents' house. My grandma and I would bake cookies and then frost them. Sometimes we made cookies that looked like people in our family. My grandpa and I loved taking walks to see how many birds we could find. While we were walking, I enjoyed listening to my grandpa's stories about when he was a young boy.*

ENGLISH LANGUAGE LEARNERS

Collect photographs of different families. If students have difficulty keeping track of the family members in the story, display a picture of a family with parents and two sets of grandparents. Draw a simple family tree identifying the family members: *mother*, *father*, *grandma*, and *grandpa*. If students need more help, repeat this exercise with other pictures of families.

I Love Saturdays y domingos 85

MORE SUPPORT

I Love Saturdays y domingos 87

MORE SUPPORT

The qualitative factors of text complexity for each selection in the *Scaffolded Strategies Handbook* offer students at all levels and backgrounds opportunities to read more closely and with greater understanding.

“There is only one way to acquire the language of literacy, and that is through literacy itself. Why? Because the only place students are likely to encounter these structures and patterns is in the materials they read. And that is possible only if the texts they read in school are written in such language. Complex texts provide school-age learners reliable access to this language, and interacting with such texts allows them to discover how academic language works.”

Lily Wong Fillmore,
*What Does Text Complexity Mean for
English Learners and Language
Minority Students?*, 2012

The Express and Extend section of the *Scaffolded Strategies Handbook* allows students to respond to text by discussing and writing about their ideas.



Express and Extend

LEVELS OF MEANING

EXPRESS Explain that the most important ideas in *I Love Saturdays y domingos* have to do with how families from different cultures share characteristics and life experiences. Ask: *How do we know that Grandma and Grandpa are similar to Abuelita and Abuelito?* (All of them love their families and have similar interests.)

If . . . students are not able to name ways that Grandma and Grandpa are similar to Abuelita and Abuelito,

then . . . ask guiding questions to help students recall similarities between the two sets of grandparents. For example, say: *Who likes to tell stories?* (both Grandpa and Abuelito) *Both Abuelito and Grandpa came from places outside of the United States. Where does the text say that Abuelito came from?* (Mexico) *Where does Grandpa come from?* (Europe)

EXTEND Use the Two-Column Chart Routine and Graphic Organizer in Part 3 to create a list of ways in which both sets of grandparents show they care for their granddaughter. List the actions of Grandma and Grandpa on the left and the actions of Abuelita and Abuelito on the right.

STRUCTURE

EXPRESS Explain that the story's structure changes at the end of the story. Help students recognize that up until the narrator's birthday, Grandma and Grandpa are always on the left page and Abuelita and Abuelito are always on the right page. Ask: *How is the last event different for the little girl from the other events in the story?* (Both sets of grandparents come to her house for her birthday.) *How is her birthday party an example of the way her family celebrates both cultures?* (They have unique elements of each culture, such as the birthday song and the *piñata*.)

If . . . students are unable to tell how the birthday party differs from the previous events in the story,

then . . . have students recall the activities the girl did separately with each set of grandparents. Ask them to give examples of ways in which the party is different from the previous events. Have students use words from the text in their responses.

EXTEND Have students draw a picture that shows how characters from *I Love Saturdays y domingos* are the same or different. After they are finished, help them label their drawings *same* or *different*. Provide time for students to discuss their drawings with partners.

MORE SUPPORT

ENGLISH LANGUAGE LEARNERS

To help students discuss what the narrator does at each house, provide sentence frames, such as: At Grandma and Grandpa's house she likes to _____. At Abuelita and Abuelito's house she likes to _____.

STRUGGLING READERS

Remind students that context clues can help them determine the definition of unfamiliar words. Pause at challenging words and model rereading surrounding sentences to locate contextual clues. Have students use the context clues found to give definitions in their own words.

LANGUAGE CONVENTIONALITY AND CLARITY

EXPRESS Talk about Sentences and Words

Display the following sentences from *I Love Saturdays y domingos* and have students follow in their books as you read the sentences aloud:

We gather together to break the piñata that my Mom has filled with candy and gifts. Abuelito is holding the rope to make the piñata go up and down.

Circle the word *piñata* and ask: *What clues in the text tell us what a piñata is?* (It is filled with candy and gifts, and they have gathered to break it. Abuelito is holding a rope to move it up and down.) After they have defined the word, ask students to find an item in the illustration they think represents the piñata.

TEAM TALK Have partners answer the following question: *What clues in the picture help us know what a piñata is?* (The girl is holding a bat to the piñata in order to break it, and Abuelito is holding a rope tied to the piñata. These clues help us know that a piñata is something people play with at parties.)

EXTEND Have students use context clues and illustrations to figure out the meanings of other words in the text.

KNOWLEDGE DEMANDS

EXPRESS Revisit the list of activities from the Activate Background Knowledge section on p. 85 of this handbook. Use the Venn Diagram Routine and Graphic Organizer in Part 3 to compare the activities from the classroom list with the activities in the story. Discuss the many types of activities one can do with special family members.

EXTEND Have students write or dictate a letter to their grandparents or another special family member telling them about an activity they would like to do with them on their next visit. Have students include a drawing of themselves doing the activity with their grandparents or family member.

ACCELERATED LEARNERS

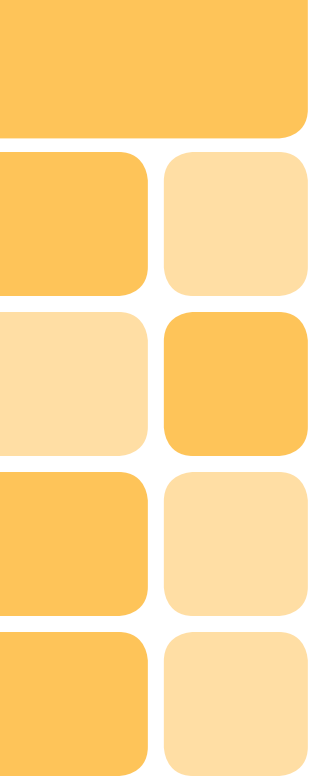
Have students create picture flashcards for some of the Spanish words in the story. Help students use context clues and illustrations to determine the Spanish words' definitions. Provide a children's Spanish dictionary as an additional reference. Examples of words to use include: *abuelito*, *abuelita*, *piñata*, *rancho*, *el circo*, *elefanta*.

MORE SUPPORT

Activities to extend the lesson provide opportunities to engage and challenge all learners.



Where are my standards
covered in *ReadyGEN*?



Scope and Sequence

Grade K

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
READING STANDARDS FOR LITERATURE												
RL.K.1 With prompting and support, ask and answer questions about key details in a text.	●		●		●		●		●		●	●
RL.K.2 With prompting and support, retell familiar stories, including key details.	●		●		●		●		●		●	●
RL.K.3 With prompting and support, identify characters, settings, and major events in a story.	●		●		●		●		●		●	●
RL.K.4 Ask and answer questions about unknown words in a text.	●		●		●		●		●		●	●
RL.K.5 Recognize common types of texts (e.g., storybooks, poems).	●	●	●	●	●		●		●	●	●	●
RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.	●		●		●		●		●			●
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	●		●		●		●		●		●	●
RL.K.8 (Not applicable to literature)												
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	●		●		●		●		●			
RL.K.10 Actively engage in group reading activities with purpose and understanding.	●		●		●		●		●		●	●
READING STANDARDS FOR INFORMATIONAL TEXT												
RI.K.1 With prompting and support, ask and answer questions about key details in a text.		●		●		●		●		●	●	●
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.		●		●		●		●		●	●	●
RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.		●		●		●		●		●	●	●

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
READING STANDARDS FOR INFORMATIONAL TEXT <i>continued</i>												
RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.		●		●		●		●		●	●	●
RI.K.5 Identify the front cover, back cover, and title page of a book.		●		●		●		●		●		●
RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.		●		●		●		●		●		●
RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).		●		●		●		●		●		●
RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.		●		●		●		●		●	●	●
RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).		●		●		●		●		●	●	●
RF.K.10 Actively engage in group reading activities with purpose and understanding.		●		●		●		●		●	●	●
READING STANDARDS: FOUNDATIONAL SKILLS												
RF.K.1 Demonstrate understanding of the organization and basic features of print.	●	●	●	●		●		●	●	●	●	●
RF.K.1.a Follow words from left to right, top to bottom, and page-by-page.	★	★	★	★	★	★	★		★	★		★
RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.	★	●	●	●	●	●	●	●	●	●	●	●
RF.K.1.c Understand that words are separated by spaces in print.					●	●	●	●	●	●	●	●
RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.	★	★										
RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).	★	●	●	●	●	●	●	●	●	●	●	●
RF.K.2.a Recognize and produce rhyming words.	●	●	●	●	●		★	●	●		●	●
RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.	★	★		★	★	★	★	★	★	★	★	★

● = ReadyGEN Teacher's Guide

★ = ReadyGEN PhonicsTeacher's Guide

STANDARDS

Unit 1
Mod AUnit 1
Mod BUnit 2
Mod AUnit 2
Mod BUnit 3
Mod AUnit 3
Mod BUnit 4
Mod AUnit 4
Mod BUnit 5
Mod AUnit 5
Mod BUnit 6
Mod AUnit 6
Mod BREADING STANDARDS: FOUNDATIONAL SKILLS *continued***RF.K.2.c** Blend and segment onsets and rimes of single syllable spoken words.**RF.K.2.d** Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel consonant, or CVC) words. (This does not include CVCs ending with /l/, /r/, or /x/.)**RF.K.2.e** Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.**RF.K.3** Know and apply grade-level phonics and word analysis skills in decoding words.**RF.K.3.a** Demonstrate basic knowledge of one-to-one letter sound correspondences by producing the primary or many of the most frequent sounds for each consonant.**RF.K.3.b** Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.**RF.K.3.c** Read common high-frequency words by sight. (e.g., *the, of, to, you, she, my, is, are, do, does*).**RF.K.3.d** Distinguish between similarly spelled words by identifying the sounds of the letters that differ.**RF.K.4** Read emergent reader texts with purpose and understanding.

WRITING STANDARDS

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is ...*).**W.K.2** Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.**W.K.3** Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
WRITING STANDARDS <i>continued</i>												
W.K.4 (Begins in Grade 3)												
W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.	●	●	●	●	●	●	●	●	●	●	●	●
W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.	●	●	●	●	●	●	●	●	●	●	●	●
W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).		●	●	●	●	●	●	●	●	●	●	●
W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.		●	●	●	●	●	●	●	●	●	●	●
W.K.9 (Begins in Grade 4)												
W.K.10 (Begins in Grade 4)												
SPEAKING AND LISTENING STANDARDS												
SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.	●	●	●	●	●	●	●	●	●	●	●	●
SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).	●	●	●	●	●	●	●	●	●	●	●	●
SL.K.1.b Continue a conversation through multiple exchanges.	●	●	●	●	●	●	●	●	●	●	●	●
SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.	●	●	●	●	●	●	●	●	●	●	●	●
SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.		●	●	●	●	●	●	●	●	●	●	●
SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.	●	●	●	●	●	●	●	●	●	●	●	●
SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.	●	●	●	●	●	●	●	●	●	●	●	●
SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.	●	●	●	●	●	●	●	●	●	●	●	●

STANDARDS

Unit 1
Mod AUnit 1
Mod BUnit 2
Mod AUnit 2
Mod BUnit 3
Mod AUnit 3
Mod BUnit 4
Mod AUnit 4
Mod BUnit 5
Mod AUnit 5
Mod BUnit 6
Mod AUnit 6
Mod B

LANGUAGE STANDARDS

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.K.1.a Print many upper- and lowercase letters.

L.K.1.b Use frequently occurring nouns and verbs.

L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

L.K.1.d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

L.K.1.e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

L.K.1.f Produce and expand complete sentences in shared language activities.

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.K.2.a Capitalize the first word in a sentence and the pronoun *I*.

L.K.2.b Recognize and name end punctuation.

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

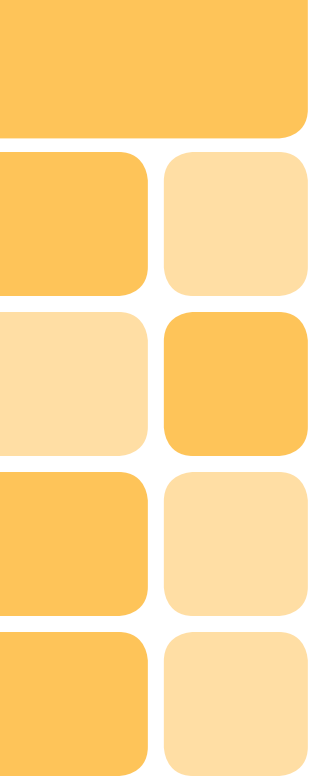
L.K.3 (Begins in Grade 2)

L.K.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.

L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing *duck* is a bird and learning the verb *to duck*).

L.K.4.b Use the most frequently occurring inflections and affixes (e.g., *-ed, -s, re-, un-, pre-, -ful, -less*) as a clue to the meaning of an unknown word.

STANDARDS	Unit 1 Mod A	Unit 1 Mod B	Unit 2 Mod A	Unit 2 Mod B	Unit 3 Mod A	Unit 3 Mod B	Unit 4 Mod A	Unit 4 Mod B	Unit 5 Mod A	Unit 5 Mod B	Unit 6 Mod A	Unit 6 Mod B
LANGUAGE STANDARDS <i>continued</i>												
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	●	●	●	●		●		●		●	●	●
L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.		●		●			●		●		●	
L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).			●			●						
L.K.5.c Identify real-life connections between words and their use (e.g., note places that are <i>colorful</i>).		●				●	●		●		●	●
L.K.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., <i>walk</i> , <i>march</i> , <i>strut</i> , <i>prance</i>) by acting out the meanings.	●				●	●				●	●	
L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.	●	●	●	●	●	●	●	●	●	●	●	●



Unit Overviews

Vertical Standards Maps

Grade K Unit 1

Living Together: This is Home

MODULE A

PBA Description

Task: Comings and Goings: Home
Children will choose one animal from *Make Way for Ducklings* or *A House for Hermit Crab*. Then they will write a story using a combination of drawing, dictating, and writing to narrate a single event about the animal coming and going from its home.

Essential Questions

Readers: How can retelling helps readers understand stories? **RL.K.2**
Writers: How can writers use both illustrations and words to tell a story? **W.K.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Make Way for Ducklings by Robert McCloskey 630L
Supporting Text (Text Collection): Literary Text
A House for Hermit Crab by Eric Carle 480L
Poetry
“Ducks Quack Me Up” by Charles Ghigna
“Sea Creatures” by Meish Goldish
Resources
“A New Home for Hermit Crab” by Jeanne Bendick

Standards Coverage

Reading: Literature
RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10
Reading: Foundational Skills
RF.K.1, RF.K.2, RF.K.3.c, RF.K.4
Writing
W.K.3, W.K.5, W.K.6
Speaking and Listening
SL.K.1, SL.K.1.a, SL.K.1.b, SL.K.2, SL.K.4, SL.K.5, SL.K.6
Language
L.K.1., L.K.1.a, L.K.2, L.K.2.a, L.K.2.b, L.K.2.c, L.K.4, L.K.4.a, L.K.5., L.K.5.d, L.K.6

Goals

Readers will identify characters, settings and major events in stories. **RL.K.3**
Writers will be able to identify characters, setting and major events in their own writing using a combination of drawing, dictating, and writing. **W.K.3**
Learners will recognize the importance of “home” to every living thing.

Big Idea

Home
Environments

Enduring Understandings

Readers understand that there is a relationship between illustrations and words. **RL.K.7**
Writers understand that pictures and words in a sequence help tell a story. **W.K.3**
Learners understand that home is an important concept to all living species.

Living Together: This is Home

MODULE B

PBA Description

Task: A Special Home
Children will select one animal or plant from *Life in a Pond* or *A Bed for the Winter* and explain which home is best. Children will use a combination of drawing, writing, and dictating to explain why this home would be best for their chosen animal or plant.

Essential Questions

Readers: How can reading help us to explore and understand the natural world? **RI.K.1**
Writers: How can writers supply information about a topic? **W.K.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Life in a Pond by Carol K. Lindeen 310L
Supporting Text (Text Collection): Informational Text
A Bed for the Winter by Karen Wallace 240L
Poetry
“Daddy Fell into the Pond” by Alfred Noyes
“Deer Mouse” by Aileen Fisher

Standards Coverage

Reading: Informational Text
RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
Reading: Foundational Skills
RF.K.1, RF.K.1.b, RF.K.2, RF.K.2.a, RF.K.3.a, RF.K.3.c, RF.K.4
Writing
W.K.2, W.K.5, W.K.6, W.K.7, W.K.8
Speaking and Listening
SL.K.1, SL.K.1.a, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6
Language
L.K.1, L.K.1.b, L.K.1.c, L.K.1.d, L.K.1.f, L.K.2.c, L.K.2.d, L.K.4, L.K.4.a, L.K.5, L.K.5.a, L.K.5.c, L.K.6

Goals

Readers will identify the main topic and retell key details from informational texts. **RI.K.2**
Writers will create a pictorial and/or written explanation of an environment they know about. **W.K.2**
Learners will identify different environments and the benefits to their inhabitants.

Big Idea

Home
Environments

Enduring Understandings

Readers understand that asking and answering questions help a reader get information from a text. **RI.K.1**
Writers understand that writers compose text with different purposes in mind. **W.K.2**
Learners understand that environmental challenges can affect a living species ability to survive and thrive.

Grade K Unit 2

Understanding Then and Now

MODULE A

PBA Description

Task: Change
Children will identify one “then and now” example from *The Little House* or *Four Seasons Make a Year* and draw or write about it. Then they will do the same with their own example of “Then I...” and “Now I...” Children will create a time line of their own experiences and share details of them with illustrations and some text.

Essential Questions

Readers: How does looking closely at the illustrations help the reader understand the story? **RL.K.7**
Writers: How do writers use illustrations and writing to tell a story? **W.K.8**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
The Little House by Virginia Lee Burton 890L
Supporting Text (Text Collection): Literary Text
Four Seasons Make a Year by Anne Rockwell 690L
Poetry
“Houses” by Aileen Fisher
“Seasons of the Year” by Meish Goldish

Standards Coverage

Reading: Literature
RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10
Reading: Foundational Skills
RF.K.1, RF.K.1.b, RF.K.2, RF.K.2.a, RF.K.3.a, RF.K.3.c, RF.K.4
Writing
W.K.3, W.K.5, W.K.6, W.K.7, W.K.8
Speaking and Listening
SL.K.1, SL.K.1.a, SL.K.1.b, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6
Language
L.K.1, L.K.1.a, L.K.1.b, L.K.1.d, L.K.1.f, L.K.2, L.K.2.a, L.K.2.b, L.K.2.c, L.K.2.d, L.K.4, L.K.4.a, L.K.4.b, L.K.5, L.K.5.b, L.K.6

Goals

Readers will recognize the author and illustrator of texts. **RL.K.6**
Writers will tell, write, and draw about life then and now. **W.K.3**
Learners will explore the differences between past and present, then and now.

Big Idea

Change

Enduring Understandings

Readers understand the connection between the illustrations and words. **RL.K.7**
Writers understand that illustrations and words are used to narrate an event and tell a story. **W.K.3**
Learners understand that there are similarities and differences between then and now.

Understanding Then and Now

MODULE B

PBA Description

Task: Life on the Farm
Based on what they learned from reading *Century Farm*, children will compare living on a farm today to living on a farm 100 years ago. Using a graphic organizer, children will draw and write what is similar and different. Children will then draw and write to support their opinion to the following question: Would you like to live on a farm? Why or why not?

Essential Questions

Readers: How does asking and answering questions help us understand what we are reading? **RI.K.1**
Writers: How do writers use illustrations to explain an idea? **W.K.8**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Century Farm by Cris Peterson 880L
Supporting Text (Trade Book): Informational Text
Life at Home (Then and Now) by Vicki Yates 330L
Poetry
“Grandpa’s Stories” by Langston Hughes
“Children of Long Ago” by Lessie Jones Little

Standards Coverage

Reading: Informational Text
RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
Reading: Foundational Skills
RF.K.1, RF.K.1.b, RF.K.2, RF.K.2.a, RF.K.3.a, RF.K.3.c, RF.K.4
Writing
W.K.1, W.K.5, W.K.6, W.K.7, W.K.8
Speaking and Listening
SL.K.1, SL.K.1.a, SL.K.1.b, SL.K.2, SL.K.3, SL.K.4, SL.K.5
Language
L.K.1, L.K.1.a, L.K.1.b, L.K.1.d, L.K.1.e, L.K.1.f, L.K.2.c, L.K.2.d, L.K.4.b, L.K.5, L.K.5.a, L.K.6

Goals

Readers will practice asking and answering questions about pictures and illustrations in stories. **RI.K.1**
Writers will draw, dictate, and write about life then and now. **W.K.1**
Learners will discover that the lives of people in the past were similar to and different than they are today.

Big Idea

Change

Enduring Understandings

Readers understand that asking questions enables a reader to gain information from a text. **RI.K.1**
Writers understand that they can express an opinion through writing, dictating, and drawing. **W.K.1**
Learners understand that there are similarities and differences between then and now.

Grade K Unit 3

Predicting Change

MODULE A

PBA Description

Task: Change Stories
Children will draw, dictate, or write a story in which something changes for a character or for themselves, using the main character in *Come On, Rain!* as an example.

Essential Questions

Readers: Why do characters react in certain ways? **RL.K.3**
Writers: How do writers use experiences to tell/write stories? **W.K.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
Come On, Rain! by Karen Hesse 780L
Supporting Text (Text Collection): Literary Text
The Snowy Day by Ezra Jack Keats 500L
Poetry
“Spring Rain” by Marchette Chute
“Listen” by Margaret Hillert

Standards Coverage

Reading: Literature
RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10
Reading: Foundational Skills
RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.3.a, RF.K.3.c, RF.K.4
Writing
W.K.3, W.K.5, W.K.6, W.K.7, W.K.8
Speaking and Listening
SL.K.1, SL.K.1.a, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6
Language
L.K.1, L.K.1.a, L.K.1.b, L.K.1.f, L.K.2, L.K.2.a, L.K.2.b, L.K.2.c, L.K.2.d, L.K.4, L.K.5.a, L.K.5.c, L.K.6

Goals

Readers will, with support, identify and compare characters, settings, and major events in a story. **RL.K.3**
Writers will create a sequenced narrative and include a reaction to the event. **W.K.3**
Learners will identify reactions and make close observations of change.

Big Idea

Changing Weather

Enduring Understandings

Readers understand that characters have different experiences in texts and react in different ways. **RL.K.3**
Writers understand that stories contain sequenced events and include character reactions to the events. **W.K.3**
Learners understand that we can use observations and ask questions to predict change.

Predicting Change

MODULE B

PBA Description

Task: Weather Forecast
Children will pretend that they are a weather forecaster. They will use what they learned from *What Will the Weather Be?* and *Weather Words and What They Mean* to draw, dictate, and write to explain a forecast.

Essential Questions

Readers: How does asking and answering questions help the reader understand the text? **RI.K.1**
Writers: How do writers share information? **W.K.7**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
What Will the Weather Be? by Lynda DeWitt 500L
Supporting Text (Trade Book): Informational Text
Weather Words and What They Mean by Gail Gibbons 450L
Poetry
“Weather Together” by Lillian M. Fisher
“Weather” by Meish Goldish

Standards Coverage

Reading: Literature
RL.K.5
Reading: Informational Text
RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
Reading: Foundational Skills
RF.K.1, RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.2.a, RF.K.3.a, RF.K.3.c, RF.K.4
Writing
W.K.2, W.K.5, W.K.6, W.K.7, W.K.8
Speaking and Listening
SL.K.1, SL.K.1.a, SL.K.2, SL.K.3, SL.K.5, SL.K.6
Language
L.K.1, L.K.1.a, L.K.1.b, L.K.1.c, L.K.1.e, L.K.1.f, L.K.2, L.K.2.b, L.K.2.c, L.K.2.d, L.K.4, L.K.4.b, L.K.5., L.K.5.d, L.K.6

Goals

Readers will practice asking and answering questions about new information they are learning. **RI.K.1**
Writers will compose informational/explanatory text by drawing, dictating, or writing. **W.K.2**
Learners will use and share observations of weather to describe patterns over time.

Big Idea

Changing Weather

Enduring Understandings

Readers understand that asking questions helps them understand the text. **RI.K.1**
Writers understand that writers have a purpose for writing. **W.K.2**
Learners understand that asking and answering questions leads to new information.

Grade K Unit 4

Learning about Each Other and the World

MODULE A

PBA Description

Task: Retell and Extend

The stories in this unit depict the traditions, family activities, and unique experiences of characters from different cultures. Children will select a family experience from *I Love Saturdays y domingos* that reflects the unique cultural background of the girl's grandparents. Children will imagine what happens next in the family experience.

Essential Questions

Reading: How do readers use text and illustrations to compare and contrast characters' experiences? **RL.K.7**

Writing: What words do writers use when they are comparing and contrasting? **W.K.3**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
I Love Saturdays y domingos by Alma Flor Ada 510L

Supporting Text (Text Collection): Literary Text
Apple Pie 4th of July by Janet S. Wong 730L

Poetry

"Grandmas and Grandpas" by Mary Ann Hoberman
"The Crayon Box that Talked" by Shane DeRolf

Standards Coverage

Reading: Literature

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10

Reading: Foundational Skills

RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.3.a, RF.K.3.c, RF.K.4

Writing

W.K.3, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening

SL.K.1, SL.K.1.a, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language

L.K.1, L.K.1.a, L.K.1.b, L.K.1.f, L.K.2, L.K.2.a, L.K.2.b, L.K.2.c, L.K.2.d, L.K.4, L.K.5.a, L.K.5.c, L.K.6

Goals

Readers will compare and contrast characters and their experiences in stories. **RL.K.3, RL.K.9**

Writers will use pictures and words to narrate a story depicting an experience. **W.K.3**

Learners will explore how cultures blend in families and communities.

Big Idea

Culture

Enduring Understandings

Readers understand that characters have similar experiences in different stories. **RL.K.3**

Writers understand that narratives are based on real or imaginary experiences. **W.K.3**

Learners understand that families and communities from different cultures share characteristics and experiences.

Learning about Each Other and the World

MODULE B

PBA Description

Task: My Land, Our Land
Children will examine a world map and consider the lands that they learned about in this unit. They will choose a land that they read about in *One Land, Many Cultures* or *Clothes in Many Cultures* and create a page with information about that land.

Essential Questions

Reading: How do readers use a variety of texts to learn about a topic? **RI.K.9**
Writing: How do writers use information and experiences to compose text? **W.K.2**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
One Land, Many Cultures by Maureen Picard Robins 350L
Supporting Text (Text Collection): Informational Text
Clothes in Many Cultures by Heather Adamson 520L
Poetry
“Kids” by Bobbi Katz
“It’s a Small World” by Richard M. and Robert B. Sherman

Standards Coverage

Reading: Informational Text
RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10
Reading: Foundational Skills
RF.K.1, RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.2.a, RF.K.3.a, RF.K.3.c, RF.K.4
Writing
W.K.2, W.K.5, W.K.6, W.K.7, W.K.8
Speaking and Listening
SL.K.1, SL.K.1.a, SL.K.2, SL.K.3, SL.K.5, SL.K.6
Language
L.K.1, L.K.1.a, L.K.1.b, L.K.1.c, L.K.1.e, L.K.1.f, L.K.2, L.K.2.b, L.K.2.c, L.K.2.d, L.K.4, L.K.4.b, L.K.5, L.K.5.d, L.K.6

Goals

Readers will compare features of different texts on the same topic. **RI.K.9**
Writers will dictate, draw, and write about experiences from different cultures. **W.K.2**
Learners will discover what makes cultures unique and what makes them similar.

Big Idea

Culture

Enduring Understandings

Readers understand that books on the same topic have similar and different features. **RI.K.9**
Writers understand that explanatory texts contain information to give readers an understanding of a topic. **W.K.2**
Learners understand that learning about people’s traditions helps us understand their culture.

Grade K Unit 5

Knowing about Patterns and Structures

MODULE A

PBA Description

Task: My Favorite Book
Children will respond to questions that ask them to decide which story about plants they liked better. Children will use examples from the anchor and supporting texts, *The Tiny Seed* and *Jack's Garden*, to support their opinions.

Essential Questions

Reading: How do readers recognize types of texts? **RL.K.5**
Writing: How do writers share opinions about topics and texts? **W.K.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
The Tiny Seed by Eric Carle 400L
Supporting Text (Text Collection): Literary Text
Jack's Garden by Henry Cole 20L
Poetry
"The Seed" by Aileen Fisher
"Green Plants" by Meish Goldish

Standards Coverage

Reading: Literature
RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.9, RL.K.10
Reading: Foundational Skills
RF.K.1, RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.2.a, RF.K.2.b, RF.K.3.a, RF.K.3.c, RF.K.4
Writing
W.K.1, W.K.5, W.K.6, W.K.7, W.K.8
Speaking and Listening
SL.K.1, SL.K.1.a, SL.K.2, SL.K.4, SL.K.5, SL.K.6
Language
L.K.1, L.K.1.a, L.K.1.c, L.K.1.d, L.K.1.e, L.K.1.f, L.K.2, L.K.2.a, L.K.2.b, L.K.2.c, L.K.2.d, L.K.4, L.K.4.a, L.K.5.a, L.K.5.c, L.K.6

Goals

Readers will recognize that literary texts have different structures and patterns. **RL.K.5**
Writers will, through a combination of dictating, drawing, and writing, compose an opinion about a text. **W.K.1**
Learners will recognize patterns in literary structures.

Big Idea

Structures and Patterns

Enduring Understandings

Readers understand that different text types have different structures and patterns. **RL.K.5**
Writers understand that opinion writing expresses preferences by the author. **W.K.1**
Learners understand that patterns are found in literary structures.

Knowing about Patterns and Structures

MODULE B

PBA Description

Task: Did You Know?

Children will research patterns in nature using *Plant Patterns* and *Swirl by Swirl: Spirals in Nature*. Children will then write their own Did You Know? books about “Patterns in Nature” that include information learned from their research. Children will add their own drawings or other visuals, including original photographs and online images. These visuals will strengthen their writing by providing additional details about how patterns exist in nature (such as spider webs, butterfly wings, animal stripes, etc.).

Essential Questions

Reading: How do readers identify the main topic and supporting details of an informational text? **RI.K.2**

Writing: How does research on a topic strengthen informational writing? **W.K.7**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text

Plant Patterns by Nathan Olson 740L

Supporting Text (Text Collection): Informational Text

Swirl by Swirl: Spirals in Nature by Joyce Sidman 330L

Poetry

“Rainbow” by Meish Goldish

“Zigzag” by Loris Lesynski

Standards Coverage

Reading: Informational Text

RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10

Reading: Foundational Skills

RF.K.1, RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.3, RF.K.3.a, RF.K.3.c, RF.K.4

Writing

W.K.2, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening

SL.K.1, SL.K.1.a, SL.K.2, SL.K.3, SL.K.4, SL.K.5, SL.K.6

Language

L.K.1, L.K.1.a, L.K.1.b, L.K.1.c, L.K.1.e, L.K.1.f, L.K.2, L.K.2.b, L.K.2.c, L.K.2.d, L.K.4, L.K.4.b, L.K.5., L.K.5.d, L.K.6

Goals

Students will determine the main topic of an informational text. **RI.K.2**

Students will write a *Did You Know?* book that includes information learned through the anchor text and supporting text. **W.K.2**

Learners will explore patterns in nature.

Big Idea

Structures and Patterns

Enduring Understandings

Readers understand that texts contain a main idea and details that support it. **RI.K.2**

Writers understand that informational texts include information about a topic that can be developed through research. **W.K.7**

Learners understand that there are different kinds of patterns in nature.

Grade K Unit 6

Exploring Communities

MODULE A

PBA Description

Task: Book Review

Based on readings of *On the Town: A Community Adventure* and *Places in My Neighborhood* as well as independent texts, children will create a book review of one of these texts using a combination of drawing and writing. The product will include the child's opinion of the book as well as an illustrated cover. This project will also include a recommendation to one or two specific people about why this reader would like the book.

Essential Questions

Readers: How do readers identify characters, settings, and major events? **RL.K.3**

Writers: How do writers use pictures and words to express an opinion? **W.K.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Literary Text
On the Town: A Community Adventure
by Judith Caseley 690L

Supporting Text (Text Collection): Informational Text
Places in My Neighborhood by Shelly Lyons IG470L

Poetry

"Our Block" by Lois Lenski

"This Is My Community" by Carlos Elliot

Standards Coverage

Reading: Literature

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10

Reading: Informational Text

RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10

Reading: Foundational Skills

RF.K.1, RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.2.a, RF.K.3, RF.K.3.a, RF.K.3.c, RF.K.4

Writing

W.K.1, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening

SL.K.1, SL.K.1.a, SL.K.4, SL.K.5, SL.K.6

Language

L.K.1, L.K.1.a, L.K.1.d, L.K.1.f, L.K.2, L.K.2.a, L.K.2.b, L.K.2.d, L.K.4, L.K.5., L.K.5.a, L.K.5.c, L.K.5.d., L.K.6

Goals

Readers will, with support, identify and compare characters, settings, and major events in a story. **RL.K.3**

Writers will, through a combination of dictating, drawing, and writing, compose an opinion about a text. **W.K.1**

After reading a literary and an informational text on the same topic, learners will draw and write about ways people participate in their neighborhoods and communities.

Big Idea

Communities

Enduring Understandings

Readers understand that characters experience the major events in a story. **RL.K.3**

Writers understand that they can express an opinion through writing, dictating, and drawing. **W.K.1**

Learners understand that people participate in their communities in a variety of important ways.

Exploring Communities

MODULE B

PBA Description

Task: City Travel Brochure

In this unit, children have learned about a city community and its parts, from homes to schools to libraries to stores and other businesses. Using information from the anchor and supporting texts, *Neighborhood Walk: City and Messenger*, and their own words and pictures, children will create a travel brochure that entices others to visit or consider living in the city.

Essential Questions

Readers: How does asking questions about a text help you? **RL.K.1, RI.K.1**

Writers: How do writers use words and pictures to share preferences with others? **W.K.1**

Anchor and Supporting Texts

Anchor Text (Trade Book): Informational Text
Neighborhood Walk: City by Peggy Pancella IG620L

Supporting Text (Trade Book): Literary Text
Messenger, Messenger by Robert Burleigh (NP)

Poetry

“Sing a Song of Cities” by Lee Bennett Hopkins

“Manhattan Lullaby” by Norma Farber

“Skyscraper” by Dennis Lee

Standards Coverage

Reading: Literature

RL.K.1, RL.K.2, RL.K.3, RL.K.4, RL.K.5, RL.K.6, RL.K.7, RL.K.10

Reading: Informational Text

RI.K.1, RI.K.2, RI.K.3, RI.K.4, RI.K.5, RI.K.6, RI.K.7, RI.K.8, RI.K.9, RI.K.10

Reading: Foundational Skills

RF.K.1, RF.K.1.b, RF.K.1.c, RF.K.2, RF.K.2.a, RF.K.3, RF.K.3.a, RF.K.3.c, RF.K.4

Writing

W.K.1, W.K.5, W.K.6, W.K.7, W.K.8

Speaking and Listening

SL.K.1, SL.K.1.a, SL.K.4, SL.K.5, SL.K.6

Language

L.K.1, L.K.1.a, L.K.1.b, L.K.1.c, L.K.1.e, L.K.1.f, L.K.2, L.K.2.d, L.K.4, L.K.5, L.K.5.a, L.K.5.c, L.K.6

Goals

Readers will practice asking and answering questions about details in the text. **RL.K.1, RI.K.1**

Writers will, through a combination of dictating, drawing, and writing support an opinion. **W.K.1**

After reading a literary and an informational text on the same topic, learners will explore what people and places in a city community are important, and why they are important.

Big Idea

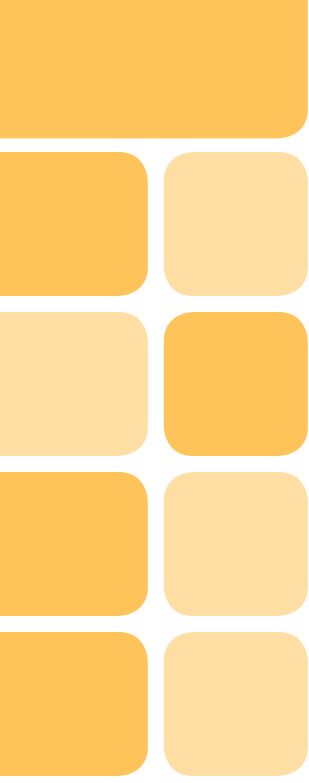
Cities

Enduring Understandings

Readers will understand that asking questions before, during, and after reading helps readers make meaning. **RL.K.1, RI.K.1**

Writers will understand that writing is a way to convey one's own preferences. **W.K.1**

Learners understand that cities are made up of neighborhoods where people live, work, and have fun together.



Common Core Correlations

Grade K

Common Core Standards for English Language Arts

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READING STANDARDS FOR LITERATURE

Key Ideas and Details

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

TG U1: 13, 23, 33, 36, 43, 53, 62, 63, 73, 83, 92, 112, 113, 122, 132
TG U2: 12, 33, 52, 72, 73, 83, 92, 93, 102, 103, 113, 123, 133
TG U3: 13, 22, 33, 52, 63, 82, 103, 112, 122, 133
TG U4: 13, 17, 23, 33, 42, 57, 73, 87, 103, 122
TG U5: 13, 33, 43, 56, 65, 83, 103, 116, 123, 137
TG U6: 13, 37, 43, 57, 66, 123, 135, 137, 237, 243, 257

RL.K.2 With prompting and support, retell familiar stories, including key details.

TG U1: 15, 16, 17, 81, 105, 106, 135, 136
TG U2: 45, 47, 52, 65, 67, 81, 125, 127, 132
TG U3: 28, 30, 31, 55, 56, 57, 90, 132, 138, 140, 141
TG U4: 35, 37, 88–89, 90, 91, 115, 116, 117, 135, 137
TG U5: 84, 132, 135, 136, 137
TG U6: 17, 18–19, 42, 272

RL.K.3 With prompting and support, identify characters, settings, and major events in a story.

TG U1: 14, 17, 35, 45, 75, 85, 95, 105, 107, 135
TG U2: 15, 17, 26, 45, 76, 95, 105, 125, 135
TG U3: 13, 15, 18, 26, 45, 55, 85, 95, 126
TG U4: 23, 30–31, 37, 40, 41, 65, 85, 105, 115
TG U5: 15, 17, 26, 35, 67, 82, 85, 87, 105, 123
TG U6: 15, 17, 18–19, 21, 25, 26, 27, 35, 36, 37, 235, 255, 256, 257

Craft and Structure

RL.K.4 Ask and answer questions about unknown words in a text.

TG U1: 14, 24, 34, 44, 54, 64, 74, 84, 94, 104, 114, 125, 134
TG U2: 14, 24, 34, 44, 54, 64, 84, 85, 86, 87
TG U3: 14, 24, 25, 27, 31, 54, 64, 75, 77, 135, 137
TG U4: 54, 64, 74, 75, 84, 94, 104, 114, 124, 134
TG U5: 14, 34, 55, 56, 57, 84, 104, 115, 116, 117
TG U6: 34, 44, 45, 46, 47, 54, 74, 124, 134, 234, 244, 254

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

TG U1: 32, 55, 56, 102, 180, 232
TG U2: 32, 182, 222
TG U3: 32
TG U4: 22, 92, 202, 242
TG U5: 17, 43, 83, 87, 97, 122, 123, 182, 242
TG U6: 72, 92, 182, 192, 252, 257

RL.K.6 With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.

TG U1: 25, 26, 27
TG U2: 25, 27, 62, 77
TG U3: 83
TG U4: 95, 97
TG U5: 13, 67, 93
TG U6: 233, 277



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Integration of Knowledge and Ideas	
RL.K.7 With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).	TG U1: 13, 18, 23, 33, 35, 63, 83, 113 TG U2: 23, 33, 43, 53, 63, 73, 83, 115, 117 TG U3: 23, 33, 63, 93, 97, 103, 105, 107 TG U4: 43, 45, 47, 83 TG U5: 23, 25, 27, 33, 43, 53, 73 TG U6: 73, 75, 76, 77, 235, 243, 253, 257
RL.K.8 (Not applicable to literature)	Not applicable according to the Common Core Standards for English Language Arts
RL.K.9 With prompting and support, compare and contrast the adventures and experiences of characters in familiar stories.	TG U1: 37, 125, 126, 127, 137 TG U2: 123, 134 TG U3: 123, 127 TG U4: 67, 113, 123, 127 TG U5: 123, 125
Range of Reading and Level of Text Complexity	
RL.K.10 Actively engage in group reading activities with purpose and understanding.	TG U1: 12, 52, 62, 72, 82, 92, 96, 102, 122, 132 TG U2: 22, 32, 42, 52, 62, 72, 82, 92, 102, 112 TG U3: 12, 22, 32, 62, 72, 82, 92, 112, 122, 132 TG U4: 12, 22, 32, 52, 62, 72, 92, 112, 122, 132 TG U5: 12, 32, 52, 72, 82, 92, 102, 112, 122, 132 TG U6: 12, 22, 32, 42, 52, 72, 122, 132, 232, 242, 252
READING STANDARDS FOR INFORMATIONAL TEXT	
Key Ideas and Details	
RI.K.1 With prompting and support, ask and answer questions about key details in a text.	TG U1: 162, 163, 172, 173, 182, 192, 193, 197, 202, 203, 212, 222, 232 TG U2: 163, 173, 183, 203, 205, 207, 233, 243, 253, 273 TG U3: 163, 173, 187, 195, 197, 213, 227, 243, 253, 263 TG U4: 163, 173, 192, 195, 216, 223, 236, 245, 246, 253 TG U5: 173, 193, 203, 207, 215, 217, 223, 236, 253, 263 TG U6: 95, 96, 97, 106, 116, 135, 163, 166, 193, 206, 215, 217
RI.K.2 With prompting and support, identify the main topic and retell key details of a text.	TG U1: 165, 166, 173, 175, 177, 223, 247, 263, 265, 267 TG U2: 165, 166, 167, 174, 213, 222, 243, 263, 277 TG U3: 162, 165, 166, 185, 187, 233, 235, 237, 243, 263 TG U4: 163, 165, 167, 223, 225, 227 TG U5: 163, 165, 167, 173, 183, 193, 203, 233, 235, 237 TG U6: 85, 86, 87, 163, 165, 166, 167

Common Core Standards for English Language Arts

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Key Ideas and Details *continued*

RI.K.3 With prompting and support, describe the connection between two individuals, events, ideas, or pieces of information in a text.

TG U1: 205, 206, 207, 235, 236, 237, 273
TG U2: 163, 195, 196, 197, 255, 256, 257
TG U3: 213, 263, 275
TG U4: 183, 185, 187, 253, 255, 257
TG U5: 177, 216, 223
TG U6: 103, 105, 106, 107, 173, 175, 176, 177, 223, 225, 226, 227

Craft and Structure

RI.K.4 With prompting and support, ask and answer questions about unknown words in a text.

TG U1: 164, 174, 184, 194, 204, 224, 234, 244, 254, 274
TG U2: 164, 184, 194, 214, 224, 254, 266, 274
TG U3: 164, 174, 184, 204, 205, 207, 214, 215, 224, 234, 254
TG U4: 164, 184, 204, 213, 215, 217, 224, 244, 264, 274
TG U5: 184, 194, 207, 214, 217, 234, 264, 274
TG U6: 104, 114, 115, 124, 164, 174, 184, 194, 215, 216, 217

RI.K.5 Identify the front cover, back cover, and title page of a book.

TG U1: 163, 176, 213
TG U2: 175, 177, 232, 245, 246, 247
TG U3: 176, 226, 246, 276
TG U4: 173, 175, 177, 213, 235, 237
TG U5: 225, 226, 227, 248
TG U6: 173, 208

RI.K.6 Name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.

TG U1: 165, 167, 247, 272
TG U2: 177
TG U3: 162
TG U4: 173, 197
TG U5: 225, 227
TG U6: 173, 197

Integration of Knowledge and Ideas

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

TG U1: 223, 247, 253, 255, 275, 276, 277
TG U2: 223, 225, 227, 254, 273
TG U3: 173, 175, 177, 183, 193, 203
TG U4: 173, 197, 223
TG U5: 195, 197, 243, 245, 247, 253
TG U6: 163, 203, 205, 207, 223

RI.K.8 With prompting and support, identify the reasons an author gives to support points in a text.

TG U1: 165, 166, 167, 213, 215, 217, 223, 225, 227, 243
TG U2: 215, 217
TG U3: 278
TG U4: 205, 207, 273, 275, 277
TG U5: 265
TG U6: 98–99, 188–189, 218–219



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Integration of Knowledge and Ideas *continued*

RI.K.9 With prompting and support, identify basic similarities in and differences between two texts on the same topic (e.g., in illustrations, descriptions, or procedures).

TG U1: 207, 263, 267, 274
TG U2: 263, 273, 275, 277
TG U3: 263, 265, 267, 273
TG U4: 263, 271, 274, 275
TG U5: 263, 265, 267
TG U6: 123, 125, 126, 127, 263, 265

Range of Reading and Level of Text Complexity

RI.K.10 Actively engage in group reading activities with purpose and understanding.

TG U1: 162, 182, 192, 202, 212, 222, 232, 242, 262, 272
TG U2: 162, 172, 182, 202, 212, 222, 232, 242, 252, 262
TG U3: 162, 172, 182, 202, 212, 222, 232, 242, 252, 262
TG U4: 162, 172, 192, 202, 212, 222, 232, 242, 272
TG U5: 182, 192, 212, 222, 232, 242, 252, 262, 272
TG U6: 92, 112, 132, 162, 172, 192, 202, 212, 222, 262

READING STANDARDS: FOUNDATIONAL SKILLS

Print Concepts

RF.K.1 Demonstrate understanding of the organization and basic features of print.

TG U1: 26, 76, 126, 163, 173, 176, 177, 193, 213, 276
TG U2: 76, 126, 175, 176, 177, 223, 245, 246, 247, 254
TG U3: 176, 223, 265, 267
TG U4: 233, 235, 237, 245, 255, 263
TG U5: 95, 123, 225, 227
TG U6: 128, 131, 211, 265
TG Phonics: 24, 42, 80, 84, 102, 142

RF.K.1.a Follow words from left to right, top to bottom, and page by page.

TG Phonics: 14, 22, 37, 45, 53, 63, 79, 89, 97, 115, 131, 161

RF.K.1.b Recognize that spoken words are represented in written language by specific sequences of letters.

TG U1: 269, 271, 279
TG U2: 49, 51, 89, 91, 139, 189, 219, 279, 281
TG U3: 19, 69, 119, 169, 219, 269
TG U4: 19, 69, 119, 169, 219, 269
TG U5: 19, 69, 129, 169, 219, 269
TG U6: 19, 69, 119, 169, 219
TG Phonics: 16, 20, 24, 38, 43, 55, 69, 76, 81, 94, 116, 151, 155

RF.K.1.c Understand that words are separated by spaces in print.

TG U3: 29, 79, 129, 179, 181, 229, 279
TG U4: 29, 79, 129, 179, 181, 229, 231, 279, 281
TG U5: 29, 79, 81, 139, 179, 229, 231, 279
TG U6: 29, 79, 81, 129, 131, 179, 181, 229

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Print Concepts *continued*

RF.K.1.d Recognize and name all upper- and lowercase letters of the alphabet.

TG Phonics: 10, 13, 14, 17, 18, 21, 22, 25, 26, 29, 30, 34

Phonological Awareness

RF.K.2 Demonstrate understanding of spoken words, syllables, and sounds (phonemes).

TG U1: 269, 271, 279

TG U2: 49, 51, 89, 91, 139, 189, 219, 279, 281

TG U3: 19, 21, 69, 71, 119, 121, 169, 210, 219, 269

TG U4: 19, 21, 69, 119, 121, 169, 219, 269

TG U5: 19, 69, 129, 169, 219, 269

TG U6: 19, 69, 119, 169, 219, 273

TG Phonics: 15, 23, 31, 41, 67, 75, 89, 97, 105, 127, 141

RF.K.2.a Recognize and produce rhyming words.

TG U1: 32, 102, 182, 232

TG U2: 32, 141, 182

TG U3: 32, 92

TG U4: 202, 242

TG U5: 42, 92, 127

TG U6: 72, 92, 182, 192, 233, 252, 267

TG Phonics: 15, 45, 53, 65, 71, 89, 97, 109, 121, 127, 147, 153

RF.K.2.b Count, pronounce, blend, and segment syllables in spoken words.

TG U5: 223

TG U6: 273

TG Phonics: 15, 19, 23, 27, 49, 67, 75, 89, 101, 105, 123, 127, 141, 153

RF.K.2.c Blend and segment onsets and rimes of single-syllable spoken words.

TG Phonics: 29, 37, 40, 41, 45, 49, 53, 66, 67, 71, 83, 89, 97, 101, 109, 118, 131, 135, 161

RF.K.2.d Isolate and pronounce the initial, medial vowel, and final sounds (phonemes) in three-phoneme (consonant-vowel-consonant, or CVC) words.

TG Phonics: 19, 27, 36, 48, 56, 66, 70, 78, 86, 96, 108, 119, 122, 130, 134

RF.K.2.e Add or substitute individual sounds (phonemes) in simple, one-syllable words to make new words.

TG U1: 281

TG U2: 141

TG Phonics: 31, 81, 95, 137, 141, 143, 145, 149, 151, 157, 159, 161

Phonics and Word Recognition

RF.K.3 Know and apply grade-level phonics and word analysis skills in decoding words.

TG Phonics: 16, 28, 32, 46, 54, 68, 76, 84, 90, 106, 124, 158

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for English Language Arts

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Phonics and Word Recognition *continued*

RF.K.3.a Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

TG U1: 269, 271, 279

TG U2: 49, 51, 89, 91, 139, 189, 219, 279, 281

TG U3: 19, 21, 69, 71, 119, 121, 169, 210, 219, 269

TG U4: 19, 69, 119, 169, 219, 269

TG U5: 19, 69, 129, 169, 219, 269

TG U6: 19, 21, 69, 71, 119, 169, 219

TG Phonics: 37, 45, 53, 63, 71, 79, 83, 93, 105, 115, 119, 126, 131, 145, 153, 161

RF.K.3.b Associate the long and short sounds with common spellings (graphemes) for the five major vowels.

TG Phonics: 60, 86, 95, 112, 134, 137, 141, 145, 149, 153, 157, 160, 161, 164

RF.K.3.c Read common high-frequency words by sight (e.g., *the, of, to, you, she, my, is, are, do, does*).

TG U1: 26, 76, 126, 176, 226, 276

TG U2: 26, 76, 226

TG U3: 26, 76, 126, 176, 226, 276

TG U4: 26, 76, 126, 176, 226, 276

TG U5: 26, 76, 126, 176, 226, 276

TG U6: 26, 76, 126, 176, 226, 276

TG Phonics: 12, 20, 38, 46, 58, 60, 76, 86, 94, 102, 120, 136, 146, 158, 162

RF.K.3.d Distinguish between similarly spelled words by identifying the sounds of the letters that differ.

TG U2: 141

TG Phonics: 11, 31, 53, 71, 89, 97, 109, 115, 130

Fluency

RF.K.4 Read emergent-reader texts with purpose and understanding.

TG U1: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

TG U2: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

TG U3: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

TG U4: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

TG U5: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

TG U6: 26, 46, 76, 96, 126, 176, 196, 226, 246, 276

WRITING STANDARDS

Text Types and Purposes

W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*).

TG U1: 98–101, 138–141
TG U2: 128–131, 168–171, 178–181, 188–191, 238–241, 258–261
TG U3: 98–101, 278–281
TG U4: 68–71, 218–221
TG U5: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 128–131, 138–141, 268–271
TG U6: 18–21, 38–41, 78–81, 98–101, 128–131, 138–141, 142–149, 178–181, 218–221, 268–271

W.K.2 Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

TG U1: 168–171, 178–181, 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 248–251, 258–261, 268–271, 278–281, 282–289
TG U2: 208–211, 218–221, 228–231, 248–251
TG U3: 168–171, 178–181, 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 282–289
TG U4: 168–171, 178–181, 188–191, 198–201, 208–211, 228–231, 238–241, 248–251, 258–261, 268–271
TG U5: 168–171, 178–181, 188–191, 198–201, 208–211, 218–221, 228–231, 238–241, 248–251

W.K.3 Use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened.

TG U1: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 108–111, 118–121, 128–131
TG U2: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91, 98–101, 108–111, 118–121, 138–141, 142–149
TG U3: 18–21, 28–31, 38–41, 48–51, 58–61, 68–71, 78–81, 88–91
TG U4: 18–21, 28–31, 38–41, 48–51, 58–61, 78–81, 88–91, 98–101, 108–111, 118–121, 128–131, 138–141, 142–149

Production and Distribution of Writing

W.K.4 (Begins in grade 3)

Not applicable according to the Common Core Standards for English Language Arts

W.K.5 With guidance and support from adults, respond to questions and suggestions from peers and add details to strengthen writing as needed.

TG U1: 70, 71, 250, 259, 260
TG U2: 88–89, 90, 91, 118–119, 120, 121, 198–199, 200, 201
TG U3: 80, 81, 110, 111, 240, 241
TG U4: 78–79, 80, 81, 260, 261
TG U5: 48–49, 50, 51, 198–199, 200, 201
TG U6: 58–61, 108–111, 248–251



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Production and Distribution of Writing *continued*

W.K.6 With guidance and support from adults, explore a variety of digital tools to produce and publish writing, including in collaboration with peers.

TG U1: 31, 51, 71, 91, 131, 181, 201, 211, 241, 281
TG U2: 21, 41, 61, 81, 101, 121, 171, 211, 231, 271
TG U3: 21, 71, 101, 121, 141, 181, 201, 221, 251, 271
TG U4: 81, 101, 130, 131, 141, 171, 201, 231, 251, 271
TG U5: 60, 61, 81, 101, 121, 141, 171, 191, 231, 251
TG U6: 31, 61, 81, 121, 131, 181, 201, 211, 251, 260–261

Research to Build and Present Knowledge

W.K.7 Participate in shared research and writing projects (e.g., explore a number of books by a favorite author and express opinions about them).

TG U1: 171, 181, 191, 200, 201, 211, 280, 281, 283
TG U2: 31, 41, 51, 61, 220, 221, 250, 251
TG U3: 51, 180–181, 198–199, 200, 201, 261
TG U4: 50, 70, 71, 100, 200, 210, 211, 220, 221, 241, 250
TG U5: 70, 80, 90, 91, 120, 190, 210, 230, 231, 240, 241
TG U6: 20, 40, 70, 90, 110, 140, 190, 210, 250, 280

W.K.8 With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

TG U1: 280, 281
TG U2: 70, 142, 220, 248, 250, 251, 270, 271, 282
TG U3: 31, 200, 201, 220, 221, 254, 274
TG U4: 70, 71, 208–209, 210, 211, 240, 241
TG U5: 88–89, 90, 91, 228–229, 230, 231, 240, 241
TG U6: 130, 140, 190, 200, 270, 280

W.K.9 (Begins in grade 4)

Not applicable according to the Common Core Standards for English Language Arts

Range of Writing

W.K.10 (Begins in grade 3)

Not applicable according to the Common Core Standards for English Language Arts

SPEAKING AND LISTENING STANDARDS

Comprehension and Collaboration

SL.K.1 Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.

TG U1: 24, 74, 104, 134, 174, 194, 204, 214, 244, 264
TG U2: 14, 34, 54, 64, 84, 124, 164, 234, 254, 274
TG U3: 14, 44, 54, 84, 104, 134, 164, 204, 224, 274
TG U4: 14, 34, 54, 84, 114, 164, 204, 224, 254
TG U5: 14, 34, 54, 74, 104, 134, 164, 194, 234, 264
TG U6: 14, 44, 64, 94, 114, 134, 174, 204, 234, 274

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Comprehension and Collaboration *continued*

SL.K.1.a Follow agreed-upon rules for discussions (e.g., listening to others and taking turns speaking about the topics and texts under discussion).

TG U1: 14, 24, 34, 44, 104, 114, 134, 164, 174, 224, 274
TG U2: 14, 24, 44, 54, 74, 114, 174, 194, 204, 214, 244
TG U3: 24, 54, 64, 94, 104, 184, 194, 234
TG U4: 148, 194, 288
TG U5: 148, 234, 288
TG U6: 148, 288

SL.K.1.b Continue a conversation through multiple exchanges.

TG U1: 34, 114, 134
TG U2: 34
TG U3: 34, 84, 114, 134, 164, 264

SL.K.2 Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.

TG U1: 16, 114, 134, 164, 194, 204, 214, 224, 244, 264, 274
TG U2: 64, 174, 204
TG U3: 134, 174, 194, 204, 214, 254, 264, 274
TG U4: 24, 44, 64, 174, 214, 234, 264
TG U5: 34, 54, 84, 114, 174, 224, 244, 264

SL.K.3 Ask and answer questions in order to seek help, get information, or clarify something that is not understood.

TG U1: 164, 214, 224, 264, 270
TG U2: 64, 174, 204
TG U3: 134, 174, 194, 204, 214, 254, 264, 274
TG U4: 24, 44, 64, 174, 214, 234, 264
TG U5: 34, 54, 84, 114, 174, 224, 244, 264

Presentation of Knowledge and Ideas

SL.K.4 Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.

TG U1: 54, 62, 74, 75, 76, 77, 174, 234, 254, 274
TG U2: 15, 45, 184, 254
TG U3: 14, 84, 114, 214
TG U4: 14, 54, 84
TG U5: 27, 41, 134, 184, 204, 281
TG U6: 24, 34, 44, 64, 84, 114, 124, 134, 184, 194, 234, 254

SL.K.5 Add drawings or other visual displays to descriptions as desired to provide additional detail.

TG U1: 14, 54, 74, 174
TG U2: 44, 64, 74, 84, 94, 114, 124, 184, 224, 254
TG U3: 84, 184
TG U4: 54, 84, 164
TG U5: 24, 74, 134, 184, 204, 234, 254, 264
TG U6: 34, 44, 64, 84, 114, 124, 134, 184, 194, 234, 254, 264, 274

SL.K.6 Speak audibly and express thoughts, feelings, and ideas clearly.

TG U1: 64, 84, 94, 124, 184, 194, 204, 214, 244, 264
TG U2: 47, 134, 148
TG U3: 148, 248, 288
TG U4: 74, 94, 104, 124, 131, 134, 204, 244, 254, 274
TG U5: 14, 44, 64, 94, 124, 164, 194, 214, 234, 274
TG U6: 14, 54, 74, 134, 164, 204, 224, 244



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LANGUAGE STANDARDS

Conventions of Standard English

L.K.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

TG U1: 129, 169, 179, 189, 199, 209, 229, 239, 249, 279
TG U2: 19, 59, 69, 99, 109, 129, 199, 209, 239, 269
TG U3: 89, 99, 109, 139, 189, 199, 209, 239, 249, 259
TG U4: 29, 39, 49, 59, 89, 109, 189, 199, 209, 259
TG U5: 39, 49, 189, 199, 209, 239, 249, 259
TG U6: 89, 99, 189, 199, 209, 239, 249, 259, 269, 279

L.K.1.a Print many upper- and lowercase letters.

TG U1: 19, 29, 39, 49, 59, 69, 79, 89, 109, 139
TG U2: 49, 89, 139, 189, 219, 279
TG U3: 29, 31, 39, 41, 49, 59, 81, 129, 131, 281
TG U4: 29, 79, 129, 179, 229, 279
TG U5: 29, 59, 89, 99, 109, 119, 179, 181
TG U6: 29, 39, 79, 129, 139, 141, 179, 229

L.K.1.b Use frequently occurring nouns and verbs.

TG U1: 169, 171, 179, 189, 191, 199, 201, 229, 230, 231
TG U2: 19, 21, 29, 31, 39, 41, 169
TG U3: 89, 99, 109
TG U4: 39, 49, 59, 89, 99, 109
TG U5: 239, 241, 249, 259
TG U6: 209

L.K.1.c Form regular plural nouns orally by adding /s/ or /es/ (e.g., *dog, dogs; wish, wishes*).

TG U1: 209, 211, 219, 221
TG U5: 123, 189, 191, 199, 209, 211
TG U6: 189, 199

L.K.1.d Understand and use question words (interrogatives) (e.g., *who, what, where, when, why, how*).

TG U1: 239, 240, 241, 249, 251, 270, 271
TG U2: 99, 101, 208, 211
TG U3: 168, 170, 171
TG U5: 39, 49, 171
TG U6: 41

L.K.1.e Use the most frequently occurring prepositions (e.g., *to, from, in, out, on, off, for, of, by, with*).

TG U2: 229, 239, 249, 259, 269
TG U3: 189, 199, 209
TG U5: 113
TG U6: 269, 279

L.K.1.f Produce and expand complete sentences in shared language activities.

TG U1: 106, 197, 259, 260, 261
TG U2: 59, 61, 69, 109, 119, 131, 142, 146, 169, 209
TG U3: 179, 229, 239, 249, 259, 282, 286
TG U4: 142, 189, 199, 209
TG U5: 89, 99, 109, 119
TG U6: 39, 89, 99, 239, 249, 259

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Conventions of Standard English *continued*

L.K.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

TG U1: 89, 90, 91, 119, 129, 139, 269, 279
TG U2: 49, 69, 79, 99, 109, 119, 129, 189, 219, 279
TG U3: 19, 29, 49, 69, 79, 139, 169, 219, 269, 279
TG U4: 19, 39, 59, 69, 99, 109, 119, 169, 219, 259
TG U5: 19, 59, 69, 89, 99, 109, 129, 169, 219, 279
TG U6: 19, 39, 59, 79, 109, 129, 139, 169, 219, 229

L.K.2.a Capitalize the first word in a sentence and the pronoun I.

TG U1: 119, 121, 139
TG U2: 59, 69, 109, 119
TG U3: 49, 59
TG U4: 29, 79, 129, 139, 239
TG U5: 59, 61, 89, 99, 109, 119
TG U6: 39, 129, 139

L.K.2.b Recognize and name end punctuation.

TG U1: 88, 89, 90, 91, 129, 131
TG U2: 79, 129, 131
TG U3: 31, 81, 131, 168, 181, 231, 281
TG U4: 29, 79, 129, 249, 259
TG U5: 89, 99, 109, 119, 229, 279
TG U6: 49, 51, 59, 109

L.K.2.c Write a letter or letters for most consonant and short-vowel sounds (phonemes).

TG U1: 19, 29, 49, 59, 79, 89, 99, 109, 269, 279
TG U2: 49, 51, 89, 91, 139, 141, 189, 219, 279, 281
TG U3: 29, 31, 39, 81, 131, 179, 181, 231, 279, 281
TG U4: 19, 69, 119, 169, 219, 269
TG U5: 19, 69, 129, 169, 219

L.K.2.d Spell simple words phonetically, drawing on knowledge of sound-letter relationships.

TG U1: 269, 271, 279, 281
TG U2: 49, 89, 139, 189, 219, 279
TG U3: 19, 69, 119, 169, 219, 269
TG U4: 19, 69, 119, 169, 219, 269
TG U5: 19, 69, 129, 169, 219, 269
TG U6: 19, 21, 69, 71, 119, 169, 219

Knowledge of Language

L.K.3 (Begins in grade 2)

Not applicable according to the Common Core Standards for English Language Arts



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Vocabulary Acquisition and Use	
L.K.4 Determine or clarify the meaning of unknown and multiple meaning words and phrases based on kindergarten reading and content.	<p>This objective is addressed throughout the text. See, for example:</p> <p>TG U1: 24, 65, 67, 94, 124, 184, 234, 244, 255, 256, 257, 263, 264</p> <p>TG U2: 14, 34, 53, 55, 74, 83, 85, 86, 87</p> <p>TG U3: 24, 35, 37, 74, 93, 103, 104, 135, 137, 164, 223, 225</p> <p>TG U4: 25, 27, 54, 74, 163, 193, 203, 213, 215, 217, 253</p> <p>TG U5: 23, 43, 47, 55, 73, 93, 115, 117, 185, 277</p> <p>TG U6: 24, 74, 173, 183, 187, 215, 217, 234, 253, 275</p>
L.K.4.a Identify new meanings for familiar words and apply them accurately (e.g., knowing <i>duck</i> is a bird and learning the verb to <i>duck</i>).	<p>TG U1: 65, 66, 67, 223</p> <p>TG U2: 53, 55</p> <p>TG U3: 35, 37, 93, 103, 223</p> <p>TG U4: 203, 233, 253</p> <p>TG U5: 45, 47, 73</p> <p>TG U6: 185, 187, 213, 223, 263</p>
L.K.4.b Use the most frequently occurring inflections and affixes (e.g., <i>-ed</i> , <i>-s</i> , <i>re-</i> , <i>un-</i> , <i>pre-</i> , <i>-ful</i> , <i>-less</i>) as a clue to the meaning of an unknown word.	<p>TG U2: 55, 56, 57, 235, 236, 237</p> <p>TG U3: 25, 26, 27, 75, 76, 77</p> <p>TG U5: 203, 275, 277</p>
L.K.5. With guidance and support from adults, explore word relationships and nuances in word meanings.	<p>TG U1: 65, 66, 67, 113, 115, 116, 117, 123, 183</p> <p>TG U2: 35, 36, 37, 53, 55, 203, 213</p> <p>TG U3: 215, 217, 255, 257</p> <p>TG U4: 233</p> <p>TG U5: 173, 243, 255, 257</p> <p>TG U6: 14, 24, 44, 55, 57, 84, 104, 134, 164, 214, 244</p>
L.K.5.a Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.	<p>TG U1: 185, 186, 187</p> <p>TG U2: 185, 275, 276</p> <p>TG U4: 51, 55, 57</p> <p>TG U5: 75, 77</p> <p>TG U6: 65, 66, 67</p>
L.K.5.b Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).	<p>TG U2: 35, 36, 37</p> <p>TG U3: 215, 216, 217, 230</p>
L.K.5.c Identify real-life connections between words and their use (e.g., note places at school that are <i>colorful</i>).	<p>TG U1: 195, 196, 197</p> <p>TG U3: 191, 201, 207</p> <p>TG U4: 75, 76, 77</p> <p>TG U5: 185, 186, 187</p> <p>TG U6: 115, 116, 117, 245, 246, 247</p>

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Vocabulary Acquisition and Use *continued*

L.K.5.d. Distinguish shades of meaning among verbs describing the same general action (e.g., *walk*, *march*, *strut*, *prance*) by acting out the meanings.

TG U1: 115, 116, 117

TG U3: 65, 66, 67, 255, 256, 257

TG U5: 255, 257

TG U6: 55, 56, 57

L.K.6 Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

TG U1: 24, 34, 64, 94, 124, 164, 184, 204, 234, 244, 274

TG U2: 14, 44, 74, 104, 134, 174, 194, 214, 254, 264

TG U3: 34, 54, 124, 134, 180, 181, 204, 224, 264, 274

TG U4: 14, 34, 74, 104, 164, 184, 214, 234, 254

TG U5: 14, 24, 44, 74, 94, 114, 174, 204, 234, 274

TG U6: 14, 44, 74, 94, 124, 164, 184, 204, 234, 264

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